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MOTHER-DAUGHTER RELATIONSHIPS AND THEIR INFLUENCE ON FEMALE SPORT SOCIALIZATION

by

©

LINDA MARIE KENNEDY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Mother-Daughter Relationships and their Influence on Female Sport Socialization

submitted by Linda Marie Kennedy

in partial fulfilment of the requirements for the degree of Master of Arts.

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Date June 3/75

ABSTRACT

The purpose of this study was to examine the mother-daughter relationship and its influence on female sport socialization. From a review of literature dealing with parent-child identification, maternal influences, acquisition of sex roles, and sibling and ordinal influences, several possible implications were suggested for further examination.

The sample consisted of eight mother-daughter pairs who were members of the Royal Glenora Club, Edmonton, Alberta. Selection of the sample was dependent upon the mother being actively involved in some sport and having an adolescent daughter.

A case study approach was the format of this study, while data were collected by means of a personal interview.

Analysis of the data was first interpreted in regard to unique characteristics of each case, and then characteristics of the subjects as a group. Relevant findings were then noted.

Data suggested that the mother may be a prime factor in influencing her daughter's initial sporting interests. Future research in this area appears worthwhile.

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CHAPTER I

THE PROBLEM

Introduction to the Problem

Over the years numerous studies have examined various processes of the socialization of the child. As a major portion of a child's early life is spent in the home, the family is usually the chief determinant in shaping the child's personality. Many feel it is through identification with like-sexed parents that a child is first socialized into the appropriate sex-role.

More specifically, one of the closest parent-child ties is that between the mother and her daughter. Several studies show the daughter identifies with the mother from infancy through adolescence. Certain studies suggest the possibility that as the daughter ages she tends to identify more with the feminine image or sex role than directly with the mother. Despite this suggestion, most existing literature in this area recognizes the influence the mother has on her daughter.

If the mother does in fact influence the daughter's attitudes and behaviors by her own, one would expect to find various similarities. This concept can be extended to sporting interests and behavior. Little research, if any, has concerned itself with the influence of the mother's attitudes toward and participation in sport on whether the daughter will have a favourable attitude toward or participate in sport.

It is often around the age of adolescence that many girls are turned off sport or come to really enjoy it. In the past few years those persons concerned with girls of this age lack of interest in sport have examined such outside influences as the school sports program, peers and community but have often overlooked those persons closest or most significant to the girl. Therefore it is time that the mother, as an influential factor, is examined.

The Problem

The purpose of this research will be to attempt to identify if the mother is an influential factor in determining her adolescent daughter's attitudes toward and participation in sport. It will further seek to determine if this area of research warrants further study.

This research is to be a detailed in depth study of a small sample which would enable all the interviews to be carried out by one person. The result of such a concentrated analysis of a small sample would not of course provide evidence for any large scale generalizations but might provide an illuminating picture of the extent or type of influence the mother has on her daughter's sporting interests.

Objectives of the Study

The aim of such a research project as this, involving the use of case studies, is to present a comprehensive description and explanation of as many components of a given social situation as possible. The

specific objectives of this study are then to examine suggested or possible implications, indicated as a result of a review of literature in the following four major areas:

1. Parent-Child Identification
    A. Introduction
    B. Studies on Parent-Child Identification
    C. Summary and Conclusions
2. Maternal Influences on Female Children and Adolescents
    A. Summary and Conclusions
3. Acquisition of Sex Roles
    A. Introduction
    B. Studies on Acquisition of Sex Roles
    C. Summary and Conclusions
4. Sibling and Ordinal Influences
    A. Summary and Conclusions

Parallels to a sporting context will also be drawn where possible.

Upon completion of analysis of the collected data implications will be noted and potential hypotheses suggested.

Delimitations

This study was delimited to:

1. Selected mothers and their daughters who were members of the Royal Glenora Club, Edmonton, during the year 1974-1975.
2. Mothers who are actively involved in some sport approximately three hours a week.

3. Daughters of adolescent age. Four of the eight daughters were the oldest child in the family. The other four had an older sibling or siblings.

4. A study of the mother as an influential factor in determining her adolescent daughter's attitudes toward and participation in sport.

5. A study of selected concepts and implications in the four areas previously mentioned, and possible parallels to the sporting context.

Limitations

This study had the following limitations:

1. The survey was limited to interpretation and analysis of a large volume of data by means of personal interviews.

2. Interviews were conducted by a single researcher.

3. No rigid interview schedule was formulated as the study was partially shaped by the data collected.

4. Possible biases may be prevalent in the interviewing techniques.

5. Sample size was limited to eight mothers and daughters due to the time involved in personal case interviews and also due to the few numbers meeting the required sample specifications.

Need for the Study

One of the major needs for a study such as this is to increase the volume of literature and research pertaining to girls and women in sport. More specifically, there is a need to examine the influence

the family has on a person's sporting interests and activities. For this reason, the mother-daughter relationship has been selected for closer study.

One of the closest family ties is that between the mother and her daughter. Symonds (1939) and Mead (1934) were among the first to report the importance of the mother-child relationship. Several studies (Roff, 1961; Sears, Maccoby, Levin, 1957, Lynn, 1961; Lynn, 1969; Bandura and Walters, 1963; Sears, Rau, Alport, 1965) show that over the years the daughter's principal identificand is the mother. Other studies (Fitzgerald and Roberts, 1966) suggest the possibility that, with increasing age, the daughter tends to identify more with the feminine image or sex role than directly with the mother. Regardless of whether the daughter actually identifies with the mother or the feminine role, most existing literature in this area recognizes the influence the mother has on her daughter.

Several studies point out a need for a closer examination of the mother-daughter relationship in general. Doherty's study (1969) of the relationship of dependency and perception of parents to the development of feminine sex roles and conscience, indicated a particular research emphasis was the exploration of the importance of maternal control and the daughter's dependency. In regard to identification with the like-sex parent, Emmerich (1959) suggested that future studies might explore the hypothesis that girls select the mother as a model primarily on the basis of attachment, and identify with those aspects of the mother's behavior which differentiates her role as adult from

the girl's role as child. Another study suggests that in the development of the child's appropriate sex-typing, the girl's family appears to play more forceful and direct roles as teachers and socializers than the boys (Mussen and Rutherford, 1963). Further, in understanding the female adolescent's behavior, it may be important also to study the mother's early interactions with the daughter (Kagan and Moss, 1962). Although direct evidence is limited it appears that the child's eventual sexual orientation and adjustment in adolescence and adulthood bears a direct relationship with the nature of his sex-role development as a child (Brown, 1958). Data from a survey of college women reveal that a woman's life goals, particularly her educational and occupational aspirations, are guided by the type of sex-role ideology acquired in childhood (Lipman-Blumen, 1972). In a pilot study concerning parental attitude and physical variables, in particular childhood obesity, Corbin (1968) suggests findings warrant further research in this area and in particular maternal attitudes and their relationship to child obesity, childhood awkwardness, and physical fitness.

As the above studies suggest, the mother may influence various behaviors of the daughter. If this is the case, one would expect the mother to serve as an influence, through past and present attitudes and behaviors, on the daughter's sporting interests and activities. Little research, if any, has been concerned with this notion. Therefore there is a need for this type of research.

This study is less interested in showing precise correlations than in suggesting patterns of relationships which have not been

considered in this way before. It will thus try to describe a fairly complete picture of the mother-daughter relationship in regard to sporting attitudes and activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

Parent-Child Identification

Introduction

It is felt that the social learning of a particular role occurs primarily through the influence of significant others, which for use in this study will also be considered potential role models. A role model will be considered as a person who possesses desirable skills, attitudes or behavior which serves as a frame of reference to others. Learning is thought to be one of the primary determinants of behavior. Briefly, most kinds of learning need the presence of a drive, a cue, a response, and a reward (Mussen & Conger, 1956, p. 133).

Throughout a child's life, they are exposed to a series of models whose relative strengths of influence depend on their availability, their similarities or dissimilarities, their interrelationships, and the extent to which each of them has received rewarding or punishing consequences for his behavior (Bandura & Walters, 1963, p. 92). Learning by observation of models is termed 'observational learning'. Bandura and Walters suggest there are three distinct effects exhibited as a result of the observation of models. These include:

1. modeling effect - the model exhibits responses that the observer has not yet learned to make and which the observer must reproduce in substantially identical form,

2. inhibitory and disinhibitory effects - effects shown when latency, intensity, or frequency of imitation and non-matching responses increases or decreases, often as a function of rewarding or punishing response consequences to the model,

3. response facilitation effect - behavior of models may elicit previously learned responses that match precisely or bear some resemblance to those exhibited by the model (Bandura & Walters, 1963, p. 60).

Observational learning is primarily concerned with processes whereby observers organize response elements into new patterns of behavior at a symbolic level on the basis of information conveyed by modelling stimuli (Bandura, 1972, p. 39). If a person only observes a model's behavior without simultaneously performing similar responses, then she can acquire the modeled responses while they are occurring only in mentally recorded forms. Furthermore, the social learning analysis of observational learning assumes that modeling influences operate principally through their informative function, and that observers acquire mainly symbolic representations of modeled events rather than specific stimulus-response associations (Bandura, 1972, p. 40).

Learning by observation is considered dependent upon the following four interrelated subprocesses.

1. Attentional processes - attending to or recognizing the

important features of the model's behavior.

2. Retention processes - long-term retention of activities that have been modeled at one time or another.

3. Motor reproduction processes - concerned with behavioral enactment of what one has learned.

4. Reinforcement and motivational processes - learning may rarely be activated into overt performance if it is negatively sanctioned or otherwise unfavorably received (Bandura, 1973).

Imitation can be considered the matching or copying of responses when appropriate cues are evoked. Once this process occurs, the consequences to the observer will largely determine whether their responses are strengthened, weakened, or inhibited. According to social learning theory, behavior can be maintained not only by directly experienced consequences arising from external sources but also by self-reinforcement and vicarious reinforcement (Bandura, 1972, p. 48). If appropriate matching behavior following exposure to modeling stimuli does not occur, it may result from either failures in adequate registration of modeled events, inadequate coding of modeling stimuli for memory representation, retention decrements, motor deficiencies, or inadequate reinforcement (Bandura, 1972, p. 50).

Models may be presented symbolically or in real life. Symbolic models can further be presented through oral or written instructions, pictorially, or through a combination of verbally and pictorially (Bandura & Walters, 1963). The types of persons imitated, according to Miller and Dollard (1941, p. 183), may be divided into the following

four classes:

1. Superiors in an age-grade hierarchy.
2. Superiors in an hierarchy of social status.
3. Superiors in an intelligence ranking system.
4. Superior technicians in any field.

We will be mainly concerned with the first type as we examine the mother-daughter relationship. This study proposes to examine whether physically active mothers serve as influential models to their daughters.

Mussen (1969) suggests that the term identification was hypothesized, in terms of social-learning theory, to account for the acquisition and development of many complicated sex-typed patterns of behavior, personality characteristics, motives and attitudes. Many of these responses seem to develop spontaneously, without direct training or reward and without the child intending to learn.

The models persons select, either consciously or subconsciously, upon which they pattern their behavior are generally those persons closely associated with them. Those persons who are especially significant to a child appear to be his primary sources of motivations, fears and rewards (Mussen and Rutherford, 1963). The child identifies with these 'others' and begins to adopt certain of their behaviors, attitudes, values, motives and taboos. Before examining this area in more depth, it is important to clarify the concept of identification. Kagan (1958) defines it as an acquired, cognitive response. Identification was not viewed as an all-or-none process, but was felt to vary in strength. Thus, the individual can identify to differing degrees

with a variety of models (Kagan, 1958). Another way of defining identification is the name given to whatever process occurs when the child adopts the method of role practice, i.e. acts as though he were occupying another person's role (Sears, Maccoby and Levin, 1957, p. 370). Lynn (1969) suggests identification often refers to one person's similarity to: (1) another individual (2) individuals belonging to some body of people (3) individuals falling within a single category. Further, this similarity is frequently described in terms of an emotional bond which may be applied to: (1) perceived similarity (2) a motive to become similar (3) a process of becoming similar, or (4) a state of being similar (Lynn, 1969, p. 3). Lynn then goes on to specify seven currently existing explanatory principles of identification: (a) fear of punishment (b) fear of witheld love (c) reinforcement (d) vicarious reinforcement (e) status envy (f) power envy, and (g) similarity (Lynn, 1969, p. 11).

Studies on Parent-Child Identification

Various studies have been conducted in regard to children's modeling. Bandura and Kuper's (1964) study revealed that children's patterns and magnitude of self-reinforcement closely matched those of the model to whom they had been exposed. Adults generally served as more powerful modeling stimuli than peers in transmitting self-reinforcing responses. Another study showed children as imitating primarily the model who possessed rewarding power rather than the competitor for the rewards. Rosekrans study (1967) on preadolescent

boys found high perceived similarity to the model resulted in greater imitation than low perceived similarity and appeared to facilitate acquisition of imitative responses as well as performance. It may be that girls who perceive themselves as similar to their mother may show greater identification or imitation of her attitudes, interests, and sporting behaviors than girls who do not perceive themselves as being similar to their mothers. Studies such as these illustrate generally the potential influence parents, as models, have on their children.

A girl begins the long process of socialization in the home and thus her family is the major determinant in shaping her personality. Bandura and Walters (1963) reviewed various theories of identification and concluded that they usually assumed within the family setting the child's initial identification is confined to his mother, and that boys during early childhood are later forced to switch their source of identification to the father for imitative learning. However, throughout a child's development, they are exposed to a variety of models, including both parents, siblings and persons outside the family. The child during each age period usually selects at least one or more models as a primary reference of behavior, but does not usually confine his imitation solely to one model or reproduce all the elements of one (Bandura & Walters, 1963). However, identification with like-sexed parents is one of the major ways that a child is first socialized into the appropriate sex-role.

Parent-Child Identification

This portion of the review of literature will pertain mainly to studies concerning parent-child identification. More specifically, the majority of the studies will relate to the mother-daughter relationship. In a study by Sears, Rau, and Alpert (1965), concerning the interrelationships and child-rearing antecedants of several types of child behavior, conclusions concerning the mother-daughter relationship included: 1) children of both sexes initially adopt feminine-maternal ways of behaving. The mechanisms involved may include either a modeling process, or direct tuition. 2) masculinity and femininity both appear to be more influenced by parental attitudes toward the control of sex and aggression than by any aspect of the availability or the behavior of models. Supporting these findings, Sears, Maccoby and Levin (1957) show the child as usually choosing the mother as her initial identificand, and the child as further practicing those aspects of the maternal role that bring important evidences of approval. One would then expect the daughter to be more interested in sport if she felt her mother approved.

More specifically certain studies (Gray and Klaus, 1956) show a male's identification with his father may not be as important for him as a girl's identification with her mother. Data, based on developmental patterns using the semantic differential, clearly supported the hypothesis that young girls identify more with the mother figure than with the stereotype of femininity (Fitzgerald and Roberts, 1966). In order to determine whether identification was with the mother figure or the

feminine stereotype, Fitzgerald and Roberts (1966) asked subjects to rate the concepts: 'my own mother, me, my friends, and my friends' mothers.' For example, if the D-Score, which is used to measure the semantic distance between two concepts, derived from a comparison of the 'me' and the 'my own mother' profiles for a fourth-grade girl was larger than the same statistic derived from the 'me' concept and the normative profile for 'my friends' mothers' (for the total sample of fourth-grade girls) it was assumed that the girl was identifying more with a generalized concept or stereotype of femininity than with her own mother. Although it appears girls identify specifically with their own mothers, there is a developmental shift from the mother as a dominant model to identification with a stereotype of femininity about grades four and five (Fitzgerald and Roberts, 1966). This finding could possibly help explain why girls with physically active mothers may not necessarily follow a similar pattern of behavior as they near adolescence. This would be particularly so if their perceived image of the feminine stereotype is non-athletic.

Roff (1950), in a review of available information on intra-family resemblance in personality characteristics predicts the resemblance of both sons and daughters to mothers may be higher than that to fathers when children are immature, but this difference will not be found at maturity. Also daughters may resemble both parents more than do sons on measures of attitude and opinion, and perhaps on some other variables. In contrast to these findings, Lynn (1961) hypothesized that both male and female infants learn to identify with the mother.

This early learned identification was further hypothesized to have 'primacy' over later learning. Boys, but not girls, must shift from the initial identification with the mother to masculine identification. It would appear then, that a girl's identification with her mother and the feminine sex role would be stronger than the boys with his mother. It may appear in certain cases that a child may wish to play the opposite sex role. Where such a discrepancy exists between sex-role preference and sex-role identification, females may show opposite-sex-role preference with underlying same-sex-role identification (Lynn, 1969). In a study on sex-role playing in preschool children Greif (1973), found that in most instances of role playing, children adopted sex-appropriate roles, regardless of the sex of their playmates. They were aware of behavior appropriate to the opposite sex role. In the case of role reversals, it was usually the little girls who wanted to play male roles. Further, sex role play was shown to be a social activity.

A couple of studies suggest that another means of testing for identification is through studying sex-role preferences. This is done by means of doll-play techniques, and human figure drawings. A structured doll-play interview, involving preschool age children, showed the subjects tended to identify more with the same-sex parent than with the opposite-sex parent. However, the difference was reliable only in boys (Emmerich, 1959). In regard to the question of the adequacy of psychological identification or adjustment being reflected in the choice of sex in the drawing of human figures, Brown and Tolor (1957), conclude there is no convincing evidence. Normal adult subjects of

both sexes tend to draw their own respective sexes first, but considerable confusion exists with reference to the test performance of children. Grief (1973) suggests that although a little girl may express preferences for males activities, her actual behavior may coincide with female norms. As a result Grief feels that studying sex-role preferences is not a valid method for determining which sex roles children actually adopt. Similarly, Brown and Tolor (1957) feel there is no convincing evidence that adequacy of psychological identification or adjustment is reflected in the choice of sex in the drawing of human figures. Therefore, the only valid conclusion is that the basis or significance of drawing a person of the opposite sex first is not known.

The previous studies involved mainly children, whereas the following use adolescents and adults as subjects. In a study by Peck (1958), adolescent's personality characteristics proved to be significantly related to the emotional relationships and the disciplinary patterns which they experienced in living with their parents. Gray and Klaus (1956) found for both men and women, greater similarities in general for the same-sex parent, both as tested and as perceived. When the sexes were compared, however, women were significantly more like their same-sex parent. This suggests that parental identification with the same-sex parent may be a more important process for women than men. In a study of middle class college students and their mothers, no significant relationship was found between the student's identification with their mothers and their sex, family function, the parent who was

primarily responsible for their control, or their perception of their mother's affection, though the trend of the data was found between girls identifying with their mothers and not perceiving their mothers' control over-circumscribing their freedom (Aldous and Kell, 1961). It is possible that the adolescent girl's relationship with her mother is partially determined by this same relationship as it was in her childhood. This is evidenced in a study on ego identity and maternal identification (Dignan, 1965) which supports Eriksons (1963) theory that one of the early single identifications, that with the mother, is significant for identity formation during adolescence. If a child's early identification with her mother does affect the daughter in adolescence, then it is also important to study this early period in terms of both identification and sporting interests and activities.

Summary and Conclusions

As a result of reviewing the literature on parent-child identification, certain implications relevant to this study emerge:

1. Early identification for girls is primarily with the mother. Further, this identification may be stronger for girls than boys.
2. Parental attitudes may influence the childs behavior as much or more than parental behavior. Therefore a positive attitude toward the childs behavior should reinforce it. Similarly a positive attitude towards any specific behavior should enhance the attractiveness of it.

3. There may be a developmental shift from the mother as a specific identificand to an identification with a stereotype of femininity about grades four and five.
4. In regard to adolescents' personality characteristics, females showed greater similarities in general for the same-sex parent.
5. Early identification with the mother may affect attitudes and behaviors in adolescence.

Based on the review of literature in this section, and the above implications, certain parallels to a sporting context can be suggested.

1. If the daughter identifies primarily with the mother, one would expect the two to have certain similar interests and activities.
2. If the mother has a positive attitude toward sports or participates in sports, one would expect the daughter to feel and behave in a similar manner.
3. If there is a developmental shift from the mother as specific identificand to an identification with a stereotype of femininity about grades four and five, this may possibly help explain why girls with physically active mothers may not necessarily follow a similar pattern of behavior as they near adolescence. This would be particularly so if their perceived image of the feminine stereotype is non-athletic.
4. If early identification with the mother does affect a girl's attitudes and behaviors in adolescence, one would expect this to also hold true in a sporting context.

Maternal Influences

In viewing the studies concerning parent-child identifications it was clearly shown that young girls form a strong identification with their mother. It then becomes necessary to review what influence the mother, in particular, has on various attitudes and behaviors of the daughter. Beginning with studies pertaining to children, Watson (1967) sought to determine personality differences in children as related to strict or permissive parental discipline. He found more permissiveness for the child to be generally associated with: (a) more initiative and independence (except perhaps at school tasks); (b) better socialization and cooperations; (c) less inner hostility and more friendly feelings towards others, and (d) a higher level of spontaneity, originality and creativity. Another study shows the more suppressive and critical the mother, the less responsive the baby was in social play with her (Beckwith, 1972). This suggests that a certain degree of permissiveness may facilitate a child's desire to participate in sport. Further, a fairly recent study found mothers who had not attended college were markedly more prohibitive and intrusive than college educated mothers (Minton, Kagan and Levine, 1971). Studies relating parental attitudes and behaviors to children's achievements showed fairly consistent results. Crandall, Preston and Rabson (1960) found neither maternal affection nor independence training was predictive of the children's achievement behavior while direct maternal rewards of achievement efforts and approval-seeking were. A study investigating relations between parents' attitudes and behavior toward their children's general

intellectual-achievement efforts, and their children's performances on standard academic-achievement tests revealed general parental behaviors which significantly predicted the children's academic-test performances pertained solely to mothers and their daughters. Mothers of academically competent girls were less affectionate and less nurturant toward their daughters than were mothers of girls who were less proficient. Both the mother's evaluation of, and satisfaction with their children's general intellectual competence were positively related to these children's actual academic performances, while those of the fathers were not. However, positive and negative reactions of parents to children's intellectual-achievement efforts were predictive of the child's academic-achievement-test performances for father-daughter combinations only (Crandall, Dewey, Katkovsky, and Preston, 1964).

A study to investigate the influence of perceived aspects of parental and peer expectancies, parental warmth and parental authority on self-identification of kindergarten, fourth and tenth grade girls as active and competent movement performers tested five related hypotheses. Two of these were only partially borne out; those being: (1) when parental expectancies disagree, the child will model after the warm parent, and (2) when neither parent is perceived warm the child models after the most powerful parent. The hypothesis that when both parents are perceived as warm, the child models after the like sex parent was significant only for the kindergarten group. The only hypothesis significant for all groups was that when parental expectations disagree, the child follows the model whose expectations agree with peers (Ogelsby, 1969). In

regard to general parent-child identification, rather than to specific behaviors, two studies by Mussen and Distler (1959, 1960), show a boy's identification with his father is positively related to nurturance. One would then expect the same to hold true for a girl's identification with her mother. Mussen and Rutherford (1963) substantiate this relationship for both sexes. Therefore, if the mother-daughter relationship is warm or nurturant, the daughter's identification with her mother should be stronger than if the relationship was not warm or nurturant. However, in regard to achievement behavior, it was previously shown that a low to moderate degree of maternal warmth positively influenced this type of behavior the most, and provided a high role consistency. It may be that there is a similar optimal level of warmth or nurturance at which a girl's behavior is most achievement oriented and may facilitate participation in sport. Another interesting relation to examine is between maternal self-acceptance and child acceptance. Medinnus and Curtis (1967) show findings to positively support this relationship.

Studies relating to adolescents and adults in this area cover various diverse relations. Adams and Sarason (1963) investigated the interrelations among scores obtained by children, mothers, and fathers on four anxiety scales. Only in the case of girls and their mothers were there consistent, positive correlations for all four scales. Although the findings do not demonstrate a causal relation, they do agree with the view that anxiety responses may be acquired in the home and that the mother, in comparison with the father, plays a more influential role in relation to children, particularly in the case of

daughters. One would then expect that highly anxious mothers may transmit their anxiety to their daughters. Most sporting situations contain an element of anxiety and as such highly anxious persons may seek to avoid this by not participating. Smith (1970) predicted positive correlations between parental power and influence variables. He found that parental influence is more strongly related to parental legitimate, expert, and referent power than to parental outcome--control power (the parent's ability to mediate rewards and punishments for the adolescent). In regard to behavioral consistency, Heilbrun (1964) looked at two measures; sex-typicality of the parent models and degree of parental nurturance. The only significant role consistency result obtained for females was a curvilinear relation between the role variable and maternal nurturance. Moderate mother nurturance provided higher role consistency than either high or low nurturance. In a study of parental attitudes of mothers of intelligent adolescents and the creativity of their children, Nichols (1964) showed authoritarian child rearing attitudes of the mother were negatively related to measures of the creativity and originality of the child, but were positively related to academic performance. Even with regard to occupational choice the parents have a big influence. Data from a survey of college women reveal that a woman's life goals, particularly her educational and occupational aspirations, are guided by the type of sex-role ideology acquired in childhood (Lipman - Blumen, 1972). The above author further suggests an important predictor of a woman's female-role ideology is her perception of her mother's overall satisfaction

with life. Dissatisfied mothers were more likely than satisfied ones to rear daughters with the contemporary view of the role of women, and satisfied mothers were more likely to have daughters with the traditional orientation. Traditional views hold that under ordinary circumstances women belong in the home, caring for children and carrying out domestic duties. The contemporary view holds that the relationships between men and women are ideally egalitarian and that husbands and wives may share domestic, child-rearing and financial responsibilities. In addition, adolescents who regard their parents as being successful are better able to accept their parents as role models and to pattern their own lives in a similar fashion. This suggests that girls who view their mother as successful may identify more strongly with her. This may be particularly so in a sporting situation. However, the data showed dissatisfied mothers were more likely than satisfied ones to rear daughters with the contemporary view, which one would normally associate with active participation in sports (Lipman-Blumen, 1972). It may be that mothers who formerly found their lifestyle too restrictive may have sought satisfaction in sports and as a result redefined their views on female sex roles. Another study pertaining to the relation of identification and parent-child climate to occupational choice concluded that occupations are chosen which represent the sex-type of the parent with whom there is greater identification. Although parent child climate or warmth of relationship did relate significantly to the identification process, parent-child climate in and of itself was not directly related to occupational choice as far as the categories employed in this particular

study were concerned (Sostek, 1963).

Little information is available on the influence of mothers on their daughters' physical activities. However, it may be possible to see certain trends arising from studies involving boys. Ruffer (1965), in a study comparing active junior and senior high school boys, found the highly active subjects were given a better example to follow concerning participation in physical activity than the inactive subjects. Evidence from the number of highly active older brothers, current degree of physical activity of the fathers, and degree of parental encouragement to participate variables support this conclusion. Similarly Orlick (1972) traced young boy's participation in sport to positive role models of sports participation, positive expectancies from sports participation, and positive reinforcement for sport related activities. Avoidance of sports participation was traced to negative role models, negative expectancies, and negative reinforcements for sport related activities. In regard to the mothers' attitude about sports, the data indicated that mothers of participant children had a more positive attitude towards sports than did mothers of non-participant children, whereas for fathers the attitude differences were not significant. Similar to these two studies, and in addition to previous studies, it may be possible to suggest that a girl's participation in sport may similarly be traced to positive role models, positive expectancies, and positive reinforcements for sport related activities. Therefore, if a girl's strongest identification is with her mother, and the mother acts as a positive role model, positive expectancies are provided and

reinforcements, then it may be possible to expect that the daughter will probably participate in sport.

Summary and Conclusions

As a result of reviewing the literature on maternal influence, the following implications appear relevant to this study:

1. Various maternal behaviors such as permissiveness, maternal warmth or nurturance, self-acceptance, authoritarianism, and anxiety, have been linked as determining factors in certain childhood behaviors.
2. It appears that a certain amount of parental warmth may be conducive to a daughter's identification with her mother.
3. Maternal warmth was correlated with achievement behavior in studies on both children and adolescents. A low to moderate degree of maternal warmth influenced achievement behavior the most and provided a high role consistency.
4. High authoritarianism was positively linked to academic achievement, but was negatively linked to creativity and originality.
5. A mother's success may also be positively linked to her daughter's identification with her.

Based on the review of literature in this section and also on the above implications certain parallels to a sporting context can be made.

1. Certain of the above maternal behaviors which were linked as determining factors in certain childhood behaviors, may also be factors in whether a girl participates in sport or not.

2. More specifically, a moderate degree of permissiveness and independence may facilitate a child's desire to participate in sport.
3. Similarly it appears that a moderate degree of warmth is required for a daughter to identify with her mother. It seems there may be a certain level of warmth or nurturance at which a girl's behavior is most achievement oriented and may facilitate participation in sport. This level would probably be a low to moderate amount of warmth.
4. A girl's participation in sport may possibly be traced to positive role models, positive expectancies, and positive reinforcement for sport related activities. If the daughter identifies with her mother, and the mother helps fulfill these needs for her daughter, one could possibly expect the daughter to participate in sport.

Acquisition of Sex Roles

Introduction

Beginning with a social learning viewpoint, the development of sex roles will be briefly outlined. At birth a child is assigned either a masculine of a feminine gender role. A set of rules are then established for the child, based on his sex, followed by a subsequent imposition of training practices and modeling experiences that are intended to result in shaping behavior so that specific masculine or feminine qualities will emerge. The aim of most parents is to provide those reinforcements which are conducive to the adoption and assimilation of that role (Rosenberg and Sutton-Smith, 1972). However, cultural ascriptions to sex role are not always clear and unchanging. They often vary as a function of culture, and as a function of subcultural expectations with the same society (Rosenberg and Sutton-Smith, 1972). Similarly, in the behavioral repertoire of boys and girls are dispositions to respond to similar situations in ways that are not gender-specific. There are various situations at different developmental levels in which male-female responses are not clearly differentiated. This results in some classes of behavior and preferences that do not readily fit role expectations (Rosenberg and Sutton-Smith, 1972). On the whole, the above authors feel, "that sex differences may be generalized, but prediction of individual behavior requires a further knowledge of specific situations and conditions" (Rosenberg and Sutton-Smith, 1972). Also, certain behaviors

are reinforced differently depending upon both sex and age.

Following this initial learning, the process of imitation assists in the acquisition of sex roles. Imitation, as defined by Sutton-Smith (1972), is the observation of an appropriate model's behavior resulting in the acquisition of additional and complex behavior patterns. In order for imitation learning to occur, it is not necessary that the child perform the learned behaviors immediately or receive reinforcement of these new behavior patterns. Further, the most complicated sex-appropriate patterns of behavior are gained by the developing child without evident reinforcement. This type of learning is termed identificatory learning or identification (Rosenberg and Sutton-Smith, 1972). This implies that the child develops a drive or motive to be like a model, typically the parent of the same sex. The concept of identification helps account for the acquisition of complex integrated patterns of sex role behavior which were not preceded by any specific training or tuitioning (Rosenberg and Sutton-Smith, 1972). Mischel (1966) also looks at sex differences from the social-learning view. He describes sex-typed behaviors as those behaviors that typically elicit different rewards for one sex than for the other. Further, "sex-typing is the process by which the individual acquires sex-typed behavior patterns: first he learns to discriminate between sex-typed behavior patterns, then to generalize from these specific learning experiences to new situations, and finally to perform sex-typed behavior" (Mischel, 1966, p. 57).

Kohlberg (1966) suggests a cognitive theory of the acquisition

of sex roles in contrast to social-learning theory which sees the patterning of sexual attitudes as a reflection of the patterning, or sex-typing, of the culture. Cognitive theory assumes that basic sexual attitudes are not patterned directly by either biological instincts or arbitrary cultural norms, but by the child's cognitive organization of his social world along sex-role dimensions. It is this cognitive organization of social-role concepts around universal physical dimensions, which accounts for the existence of universals in sex role attitudes. The theory is cognitive in that it stresses the active nature of the child's thought as he organizes his role perceptions and role learnings around his basic conceptions of his body and his world. Further, basic modes of cognitive organization change with age. These age changes seem to be natural changes resulting from general trends of cognitive-social development rather than the result of age-graded sex-role socialization.

Mussen (1969) suggests that none of the present theories on sex role development are able to account for all the observed phenomena. A comprehensive theory of sex-role development would have to incorporate aspects of the various theories, and in addition, include some factors not clearly handled in any of them. Mussen (1969) views the sequence of critical events in sex-role development as labeling, tuition or training, and identification. He suggests the importance of parents in promoting their child's sex-typing. Mussen sees their task as two-fold. First, in teaching the child appropriate sex-typed responses through rewards and punishments, guiding his behavior, and directing it into the proper channels, and secondly in providing a model of the

proper general attitudes and personality characteristics for the child to emulate (Mussen, 1969). Thus it seems apparent that whatever theory is used to explain the development of sex roles in children, the parents serve as a major influence.

Before reviewing various studies concerning the female's acquisition of her appropriate sex role, it is necessary to briefly clarify a few more terms. Sex-role identification refers to an internalization of aspects of the role which are considered appropriate to a given sex and to the unconscious reactions characteristic of that role (Lynn, 1969). Distinguished from this are the terms sex-role preference and sex-role adoption; the first referring to a desire to adopt behavior characteristics of a given parent, and the later the actual acting out of behavior characteristics of a given sex (Lynn, 1969).

Studies on Acquisition of Sex Roles

The extent to which an individual regards himself as masculine or feminine is influenced by various factors. A couple of studies (Goldberg and Lewis, 1969; Kagan and Lewis, 1965) emphasize the importance of observing sex differences in infants. Data from the study by Goldberg and Lewis (1969) indicate sex differences within the first year over a wide variety of infant behaviors, and that some of these behavior patterns suggest a relation to the mother's response to the infant in the first six months. The data also suggests that behavior can be predicted from earlier events and that it is indicative of later sex-role

behavior. The authors' hypothesis is based on both early reinforcement as well as subsequent cognitive elaboration. The data from Kagan and Lewis's (1965) study supports the general belief that there are basic biological differences between boys and girls in rate of psychological development during the opening year of life. Money and Ehrhardt (1972) feel the above findings are significant in showing the early age of onset of a gender-feedback effect, in the behavioral interaction of parent and infant, whereby the behavior of each reciprocates from stimulus to response vis-à-vis the behavior of the other. In answering the question of whether parents' gender-dimorphic expectancy, or the infants' gender-dimorphic activity comes first, Money and Ehrhardt (1972) suggest that interactional feedback is essential from the beginning. Moss (1972) studied and analysed some of the factors which structure the mother-infant relationship. In conclusion he proposed that maternal behavior initially tends to be under the control of the stimulus and reinforcing conditions provided by the infant. As the infant gets older, the mother, if she behaved contingently toward his signals, gradually acquires reinforcement value which in turn increases her control in regulating infant behaviors. Moss (1972) further pointed out that the state of the infant affects the quantity and quality of maternal behavior which in turn would seem to influence the course of future social learning. Kagan (1964) suggests that an individual develops masculine or feminine characteristics as a sum of differential indentification with parents and parent surrogate models, acquisition of sex-typed skills, and sex-role congruent experiences. Other evidence supporting a social-learning

viewpoint comes from a cross-cultural study involving 110 cultures (Barry, Bacon and Child, 1957). Their data suggested that patterns of child-rearing practices seem to be oriented toward molding the prescribed adult sex-appropriate characteristics. Kagan (1964) further feels that the sex role appropriateness of a response is a major determinant of its developmental stability, and the degree to which substitute behaviors will appear in the individual's everyday behavior. Therefore if, for example, a girl felt that certain sporting activities were not appropriate to her sex role, these behaviors may be eliminated or new ones substituted in their place. However, Mischel (1966) cites Festinger (1964) as suggesting there is little current evidence that cognitive changes in opinions, beliefs, or values produce behavior change. Rather, Festinger (1957), and Brehm and Cohen (1962), show that cognitive and value changes occur as a result of particular behavioral performances. It appears that values and cognitions are realigned to make them consistent with behavior, and may even be used to justify behavior (Mischel, 1966). This coincides with the suggestion that in such a case the individual attempts to redefine the ideal sex role in obtainable terms (Money and Ehrhardt, 1972). This being the case, a girl who likes to participate in sports, but who previously felt this behavior did not coincide with her concept of behavior suitable to the female sex role would then reformulate her concept of what is acceptable behavior. Thus she would change her concept of her ideal sex role rather than change her behavior. This in turn would reduce any mental conflict or dissonance.

The socialization process of the young girl right through to

adolescence and adult life requires the presence of adequate role models to provide guidelines for a young person to follow (Epstein, 1970). It is further felt that the learning of sex role behaviors or sex role identity is facilitated by the desire to identify with a model of the same sex (Kagan, 1964). The following studies relate to this suggestion.

It should be noted that although studies pertaining to sex-role preferences may be peripheral to the actual acquisition of sex roles, they are used in research on sex-typing as a reflection of generalized characteristics of sex-typing, thus making it difficult to draw adequate conclusions (Mussen, 1969). However, a few studies will be reviewed for possible trends. Studies pertaining to children show a gradual acceptance of a wider range of activities suitable to the female sex role. This holds true until adolescence when "tomboyism" is no longer considered acceptable behavior by parents and peers (Money and Ehrhardt, 1972). The following two studies also note parents' differential reactions to sex-typing. Evidence of a study by Goodenough (1957) suggests that the father has greater interest in sex differences and shows greater concern for sex appropriate behavior in his children than the mother, and therefore exerts a stronger influence in general sex-typing. This also results in the female child being less restricted in her sex-typing than the male child. One would expect even less restriction to sex-type activities for the daughter, if her strongest identification is with her mother. This would also apply to sex-typed sporting interests and activities. A study by Harris (1973) found

no differences in the mean pattern of pressures between the mother or father being exerted on either sons or daughters. However, this study dealt only with the one dimension of control or demand versus laxity. It appears that a child may acquire some aspects of her appropriate role behavior unconsciously through what at least one of her parents does as a reinforcing agent (Rothbart & Maccoby, 1966). Rosenberg and Sutton-Smith (1960) in comparing male and female differences in game play activities indicated girls now evidence greater interest in male activities than was formerly the case. This evidence was consistent with other studies which emphasize an increase in the types of behavior considered acceptable to the female sex role (Brown, 1958; Sutton-Smith, Rosenberg & Margen, 1963). Brown (1957, 1958) suggests, beginning at kindergarten level and up to fourth grade, that boys show a much stronger preference for aspects of the masculine role than girls show for aspects of the feminine role. Mussen (1969) feels this may be a reflection of the girls' relative devaluation of the female role in the culture. Brown (1958) points out various signs of a gradual convergence of the two sex roles and the effect of a widespread inter-family variability in the sex roles of family members. Kohlberg (1966) suggests that by age five children have established a stable gender identity which determines the value of many social rewards rather than being instrumental in the achievement of these rewards. Once boys or girls have labelled themselves as male and female, these judgements of sex identity tend to be irreversible. However, behaviors of the sexes overlap to a great degree and there are many ways to be a boy or

girl" (Kohlberg, 1966). This coincides with Rabban's findings that middle class girls do not fully acquiesce to the definition of appropriate sex-patterning even by the age of eight (Rabban, 1950).

Various studies have examined children's sex role preferences and identification with the like-sexed parent. Results of a study by Mussen and Eldred (1963) substantiate the developmental identification hypothesis for both sexes. It appears the young girl's feminization is facilitated by several factors in addition to warm mother-daughter relationships. It was further suggested that in the development of the child's appropriate sex-typing, the girl's family appears to play more forceful and direct roles as teachers and socializers than the boys. In a study relating various child-rearing factors to the child's free choice of parent roles in permissive doll play, Sears (1953) found that girls choose the mother doll as the more significant agent more frequently than the father doll. Positive choices for the same sex role and avoidance of the opposite sex role were in general associated with antecedant conditions of warmth, permissiveness and low restriction. Similarly, Sears (1970), in regard to sixth grade children, found children's high self-concepts significantly related to high maternal and paternal warmth.

Before reviewing studies pertaining to adolescents and adults, possible links between these and the children's studies should be determined. Although direct evidence is limited it appears that the child's eventual sexual orientation and adjustment in adolescence and adulthood bears a direct relationship with the nature of his sex-

role development as a child (Brown, 1958). Further, data from a survey of college women reveal that a woman's life goals, particularly her educational and occupational aspirations, are guided by the type of sex-role ideology acquired in childhood (Lipman-Blumen, 1972).

Studies pertaining to adults and adolescents are limited in nature and number. Kagan and Moss (1962) studied the relation between two independent sets of data on the same individuals--ratings of adult behavior based on interviews when the subjects were between twenty and thirty years old, and independent ratings of their behavior during the four developmental periods of birth to age three, three to six, six to ten, and ten to fourteen. Findings on maternal behavior during the first three years was in some cases, more highly associated with child and adult behavior than evaluations of similar maternal treatment during the age periods of three to six and six to ten years. Generally speaking, traits congruent with appropriate sex-typing were found to be stable from childhood to maturity. Only the birth to age three period was significantly associated with sex-typed interests in adult women, as shown by the fact that adoption of masculine activities in adult women was highly associated with maternal hostility during this same period. Kagan and Moss feel, due to the fact that selected adolescent and adult behaviors were highly related to the birth to age three maternal treatment, observation of mother and child during the first three years may provide some insights into this reciprocal system. Also the probability of occurrence of a specific response during the period six to ten years of age was a moderately sensitive predictor of

the occurance of a similar response during adulthood when the response was congruent with sex role standards. Thus, it seems that when sex role standards dictated inhibition of a particular behavior for one sex, behavioral continuity from childhood to adulthood was minimal. Money and Ehrhardt (1972) suggest that for the ordinary young girl growing up, everything pertaining to the male gender role is brain-coded as negative and unfit for use. This serves as a form of a template of what not to do, and also as a guide of what to expect in the behavior of the opposite sex, when one's own behavior must be complemental. Bardwick and Douvan (1972) suggest that until puberty girls are reared permissively, developing a "bi-sexual" identity, rewarded for traditional femininity and successful competitive achievement. However, with puberty, permissiveness ends. During adolescence, those competitive skills that were a route to rewards from others are often punished and the traditional feminine role becomes a goal to be earned. For girls still in a competitive milieu, there is often a long delay in evolving a definition of the self (Bardwick and Douvan, 1972). Further, sexual maturation intensifies cultural pressures on the adolescent and leaves her especially vulnerable. Adolescents at this stage often have little confidence in their own ability to manage new impulses and as a result tend to rely more on directives offered by parents and adults (Douvan, 1970). Webb (1963) in studying sex role preferences and adjustments also suggests that the female role may be in a state of confusion during the period of early adolescence. This is often the age period when girls tend to turn away from sport. However, if it is true that adolescents tend to rely more on directives offered by parents, it may be that female

adolescents seek guidance, both consciously and unconsciously, as to what type of behavior is acceptable to the female sex role. In regard to sporting behavior, if the mother has both a positive attitude toward sport and participates in sport, as is the case in this study, one would expect her to encourage or approve of similar attitudes and behaviors in her daughter.

Not all the studies pertain to identification with the like sexed parent. Johnson (1963) in her study of sex role learning in the nuclear family shows studies and material relating to the hypothesis that it is identification with the father, in the sense of internalizing a reciprocal role relationship with the father, which is crucial for producing appropriate sex role orientations in both males and females. In a study of family interaction effects on masculinity-femininity, Rosenberg and Sutton-Smith's results (1968) gave support to those who have suggested that the father plays a more crucial role in the development of the children's sex preferences than does the mother. An experiment by Doherty (1969) proposed to test in an adult, female population Sear's hypothesis that identification, or perceived similarity of parent and child, results from a child's dependency tie with her parents and is fostered by the child's perception of parental nurturance. Results partially upheld the prediction that girls would identify with the parent perceived as the more accepting. It was postulated that sex-role and conscience may develop in the female from diverse parental influences rather than from a unitary process such as identification. A suggested possible research emphasis was the exploration of the importance of

maternal control and the daughter dependency.

Summary and Conclusions

As a result of reviewing the literature on the acquisition of sex roles, the following implications appear relevant to this study:

1. A girl's sex role behavior learning is facilitated through identification with the mother.
2. One would expect the behaviors considered by the mother as acceptable to the female sex role to be similar to those of the daughter if there is a close identification between mother and daughter.
3. There has been a gradual acceptance of a wider range of activities considered suitable to the female sex role.
4. Maternal warmth is associated with the acquisition of sex roles and high self-esteem.
5. Sex role orientation, adjustment and life goals of adolescents may bear a direct relation with the nature of their sex-role development and maternal treatment received as a child, and possibly as early as infancy.

Based on the review of literature in this section and also on the above implications, certain parallels to a sporting context can be made.

1. As a girl's sex role behavior learning is facilitated through identification with the mother one would expect that if the mother's sex role behavior includes sporting interests and activities then the daughter may acquire similar sporting interests and activities

through identification with the mother.

2. One would expect sporting interests and activities to be included in this gradual acceptance of a wider range of activities considered suitable to the female sex role. Along with this masculinization of the feminine self-concept one would further expect a more positive attitude towards girls in sport.
3. A certain degree of maternal warmth is associated with the acquisition of sex roles and high self-concepts. Mothers' sex role behavior for the sample in this study includes sporting interests and activities. One would then expect that for the daughter to acquire similar sex role behaviors there must be a certain amount of warmth in her relationship with her mother.
4. As a persons sex role orientation, adjustment and life goals of adolescents may bear a direct relation with the nature of their sex-role development and maternal treatment received as a child one may then expect that, if a child's sex role was at all sport oriented and the mother encouraged athletic activity, then the daughter would still be interested in athletics during adolescence unless negative influences outside the mother-daughter relationship inhibited this interest.

Sibling and Ordinal Influences

Existing literature suggests two major variables of concern within the family which may influence socialization of the child. The first is the number of siblings a child has, and the second is the ordinal position one occupies in the family. Landers (1970) feels that evidence suggests the influence of siblings is an important family structural variable for sport and participation in recreation as siblings close in age interact in play groups throughout the socialization years. He has postulated four different theoretical explanations, for observed ordinal position and sibling sex differences with respect to feminine behavior. The first two are derived from the modeling theory and are not concerned with parental influence. The third is derived from the structural balance theory and the fourth from findings of studies on conformity. These two are conceived mainly in terms of sibling-parental influence. The fourth disregards ordinal position. The four explanations are briefly:

1. Sibling-similarity hypothesis which suggests that second born children model much of the behavior of the first-born siblings regardless of sex of the first-born siblings.
2. Sibling-opposites hypothesis which suggests: (a) for the male, an older sister may serve as a negative model, and (b) threat of sibling rivalry exists for the younger boy with an older brother and leads him to avoid modeling of his brother's response

patterns. A similar pattern exists for girls.

3. Structural balance theory which predicts that in a two-child family those with an opposite-sex sibling will conform more to their sex role than those who have the same-sibling as they identify more with the like-sex parent.
4. Conformity hypothesis which feels that first-borns regardless of the sex of the sibling conformed more so than second borns to their sex role due to differential parental treatment during socialization.

Various studies can be cited to support each of the four hypotheses, however, no evidence has been found to support conclusively any one of the four. However, a few studies regarding sibling status and sex-roles appear to coincide. Brim (1958), in a further analysis of Koch's (1955, 1956) data relating personality traits of children to their sex, sex of sibling, ordinal position, and age difference from sibling, found evidence to support the hypotheses that cross-sex siblings will have more traits of the opposite sex than will same-sex siblings, and that this effect will be greater for the younger, as contrasted with the older sibling. Another study shows college girls with older brothers did have less traditional beliefs about female personality traits, which was contrary to expectations, but consistent with Brim's hypothesis about role assimilation between opposite sex siblings (Kammeyer, 1967). Again, Rosenberg and Sutton-Smith (1964), on a group of preadolescents, ages nine to twelve years old, found the presence of opposite-sex siblings tends to decrease the self-sex preferences, whereas the presence

of like sex siblings tends to reinforce the self-sex preferences in two- and three-child families. In opposition to the assumption that children imitate opposite-sex siblings' behavior are the results of a study by Leventhal (1970). He found that men with an older sibling of the opposite sex displayed greater interest in outdoor and technical activities, greater athletic skill, and greater desire for membership in all-male peer groups than men with older brothers. Two possible explanations for this were given. First, the younger child may wish to avoid situations where he may be compared unfavorably to his older sibling. Second, the younger child may try to behave differently from a sibling of the opposite sex in order to avoid disapproval from parents and peers. Prior to this, there is often an initial period where a younger male imitates his older sister. This may help explain why a study such as Brim's (1958), on children, supports the hypothesis that cross-sex siblings will have more traits of the opposite sex. However, Kammeyer (1967) and Rosenberg and Sutton-Smith (1964) found results similar to Brim (1958), yet their subjects were preadolescent and college age. At the moment evidence supporting the sibling-similarity hypothesis on sport participation, although not consistently supportive, seems to be the most popular (Portz, 1972). Lander's (1971) findings on comparisons of the family position frequencies of female physical education and education majors, as well as women athletes support a sibling similarity explanation in that second-born children model much of the behavior of the first-born sibling, particularly girls with older brothers.

Several studies on ordinal position relate specifically to first born children. Sears, Maccoby and Levin (1957) suggest that since identification may, as previously shown, be positively linked to degree of nurturance of the same-sex parent, it was suggested that first born girls may identify more strongly with their mothers than later girls as they have the experience of relating to the mother at a time when she is most likely to provide them greater nurturance and more opportunity for interaction. Heilbrun and Fromme (1965) also suggested that the oldest girls are more strongly identified with their mothers than are middle and youngest girls. If the mother is athletic or interested in sports one may expect similarities particularly in the oldest daughter.

In regard to birth order differences in conformity, Rhine (1968) in a study involving first- and later-born pre-adolescent girls, found first-borns were more conforming than later-borns in the low-achievement arousal condition but the later-borns were more conforming in the high-achievement arousal condition. Differences in conformity behavior were significant only in the high-achievement arousal condition. Sutton-Smith and Rosenberg (1970) concluded that first-borns were more achieving, affiliative, and conforming because of special on-going relationships with parents who have high expectations for the first-born. In contrast to this, Sears, Maccoby and Levin (1957) in studying patterns of child rearing suggest there was no evidence that mothers placed higher demands on their first-born children than on later ones. Nevertheless, they have suggested several distinguishing

characteristics of being born first or later in the child sequence. Mothers often tended to regard their first children more positively than later ones. Another study explored parent conformity versus peer conformity in relation to the age and sex of siblings. Differences were accounted for mainly by the contrast between girls with older sisters and those with younger brothers. Those with younger brothers were predominantly parent conforming, while the girls with older sisters were predominantly peer conforming (Brittain, 1966).

Studies on motivational and achievement differences also show specific findings on first-borns. Adams and Phillips (1972) found first-borns were significantly higher than later-born on four different measures of intellectual and academic performance and on one measure of school motivation. When differences in level of motivation between the two groups were controlled, all of the previously found differences between first-born and later-born disappeared. To the extent that the factors of ability and motivation are prime ingredients in academic and intellectual accomplishment, the authors would anticipate that the first-born would have a distinct advantage over later-borns with respect to intellectual ability, or level of motivation, or both of these factors. A study of the school achievement of first-and second-born siblings revealed differences between siblings on grades and test scores significantly favored the first-borns. The data also indicated that first-born superiority may be more pronounced for siblings close in age and for first-born girls (Chittenden, Foan, Zweil and Smith, 1968). It may then be that first-born girls are more

achievement oriented and would thus seek sporting experiences to satisfy such a need.

Other studies relate to various factors such as: creativity, dependency, and social reinforcement, and the first-born child. The creativity of 68 middle- and lower-class Caucasian children in a nursery, kindergarten, or day-care center was measured by an object-identification originality test. Firstborn and only children were significantly more creative than lower-class children (Lichtenwalner and Maxwell, 1969). Sampson (1962) found two related conclusions: first born persons have a higher need for achievement than later born persons, and first born females exhibit greater resistance to influence than later-born females. In regard to dependency, Stewart (1967) found the oldest of brothers and sisters were more field dependent than were the youngest of brothers and sisters. A study on birth order, number of siblings, and social reinforcement effectiveness in children indicated first-borns played significantly longer in a nonsupport condition than later-borns. The number of siblings was not found to be related to playing time (Unruh, Grosse and Zigler, 1971). Stein (1969) upon examining the influence of social reinforcement on the achievement behavior of fourth grade boys and girls found support for the hypothesis that social reinforcement is an important goal of children's achievement behavior. This finding relates to the previous suggestion that positive reinforcement by the mother towards her daughter's sporting interests and activities may encourage her participation in sports. Conclusions emerging from a study reviewing

literature on ordinal position suggest the following findings in regard to firstborns or only children: 1) they are more likely to to attain a position of intellectual eminence, particularly in the more scientific fields, 2) they are less likely to express overtly aggressive feelings, 3) they are more likely to seek the company of others when anxious and to benefit from such affiliative activity, yet 4) they are less likely to be sociable, outgoing, highly rated individuals who are empathetic and sympathetic (Sampson, 1965).

Summary and Conclusions

As a result of reviewing the literature on sibling and ordinal influences, the following implications appear relevant to this study.

1. In regard to sex roles it appears that girls with brothers may have more traits characteristic of the opposite sex than girls with no brothers.
2. It was suggested that girls with younger brothers may be predominantly parent conforming while girls with older sisters may be predominantly peer conforming.
3. A few studies show first borns, especially girls and those having siblings close in age, as more achieving and possessing a greater need for achievement.

Based on the review of literature in this section and also on the above implications, certain parallels to a sporting context can be made.

1. If girls with brothers appear to have more traits characteristic

to the opposite sex than girls with no brothers, one would similarly expect them to have more sporting interests; particularly if their brother was interested in sports.

2. In regard to sport participation although evidence is not consistently supportive, the most popular hypothesis seems to be the sibling-similarity hypothesis which suggests that second born children model much of the behavior of the first-born sibling, regardless of their sex. Therefore one would expect that if the oldest child has an interest in sports the younger child might also develop an interest in sports.
3. Itwas suggested that girls with younger brothers may be predominantly parent conforming. One may then expect that girls with younger brothers would conform more to their mother, than would girls with older sisters who were shown to be more peer conforming. If the mother happens to be athletic, as are the cases in this study, it is probable that the daughter with the younger brother would also take an interest in sports.

CHAPTER III

METHODOLOGY

I. Introduction

This chapter reports the selection of the test sample, describes the construction and design of the research instruments, and the procedures followed in the collection, recording and treatment of the data.

II. Selection of the Sample

The sample in this study consisted of eight mother and daughter pairs who were members of the Royal Glenora Club, Edmonton, Alberta. The Royal Glenora is a private club to which only paid members belong. There are approximately fourteen hundred members in this club. It is of both a social and sporting nature. The club has such sporting facilities as tennis courts, badminton courts, squash courts, bowling alleys, curling rink, ice rink, and a swimming pool. Selection of the pairs was dependent upon the mother being actively involved in some sport approximately three hours a week. In addition she must have an adolescent daughter between the ages of twelve and sixteen. The subjects were all from middle-class backgrounds. Ages of the mothers ranged from thirty-four to forty-seven. No educational stipulations were included in the selection of the sample. Their educational backgrounds ranged from grade eleven to a university degree.

The subjects were then selected, based on the requirements of this study, by Pauline Ingal who has close contact with the mothers

and daughters of the Royal Glenora Club. There were no refusals to participate in this study by any of the pairs contacted.

The subjects were then contacted by means of a telephone call; were further acquainted with the study, and interview times were arranged.

III. Construction of the Research Instruments

In an effort to construct as complete and detailed a picture as possible of most aspects of the lives of the mother-daughter pairs, with particular reference to their sporting attitudes and behaviors, it was decided to use the case study approach. A case study represents a comprehensive description and explanation of the many components of a given social situation; often initially directed at comprehending a single case. The focus of this study was on a few individuals; while the method used to study these individuals was the technique of interviewing. The advantage of such an approach is that a whole unit is analysed rather than merely a cross tabulation between traits of individuals. A wide range of personal experience is drawn upon in an attempt to find the meaning of the recorded data within the life of the individual and only later in terms of groups or classes of individuals.

A pilot study was done on two mother-daughter pairs prior to the main study. The purpose of the pilot study was to help correct any problems with the design of the interview schedule and also to familiarize the author with the actual technique of interviewing.

IV. Design of the Interview

The design of this interview schedule was to serve a dual

purpose. The first was to translate research objectives into specific questions as the interview progressed in order to provide the data necessary to formulate relevent trends. The second purpose was to assist the interviewer in motivating the respondent to communicate the required information. So that different questions could be pursued to differing degrees with each pair and could be directly related to their own particular sporting interests and activities, the interviews had to be fairly unstructured. Consequently a formal questionnaire with rigid questions in a predefined sequence was not used. Instead a list of topics and general questions to be covered during the course of the interviews was drawn up, and this was used primarily as a guide for the interviews. The actual questions asked did not necessarily correspond to those appearing on the list. The same starting questions on a particular topic were used in nearly all cases, though most of the interview was kept at a conversational rather than a strictly question and answer level, unless a respondent was particularly reticent in which case many more direct questions had to be asked.

V. Collection of the Data

After the prospective subjects were selected, initial contact was made by means of a telephone call by the interviewer. The purpose of the call was to (Festinger and Katz, 1965):

1. explain the purpose and objectives of the study
2. suggest time involved
3. describe method by which the respondent was selected
4. identify sponsor or agency conducting the research

5. state the anonymous or confidential nature of interview.

The interviews were all handled in a total of thirty hours. Each mother and daughter were interviewed separately, with each interview taking about one and a half to two hours to conduct. The sessions were all handled by the author of this study. All the interviews were conducted over a time period of three months. It was stressed at the beginning of each interview that the session would take the form more of an informal discussion rather than a formal question and answer period. As most questions were fairly open it was entirely up to the couples to answer in the length and detail they saw fit.

The collection of material on the interrelationships of self-images, opinions, ideas and behavior in a very short period was a difficult task as few of the subjects had sets of ideas and beliefs that were consistent or even well thought out concerning the topics of this study. When talking for any length of time in a flexible interview situation, or in answering related but differently slanted questions, people often make statements that are inconsistent or ambiguous.

VI. Recording the Data

It has often been found that the recording of detailed case histories by means of a fairly long and loosely structured interview is almost a cross between the methods of participant observation and the more structured methods of the social survey. Participant observation requires that the researcher should establish an informal and often fairly close relationship of trust with his informants if

there is to be any guarantee that the information gained is reliable. Interviewing for social surveys depends far less on the relationship between interviewer and respondents, in order that biases are not introduced by the very fact of the relationship. The control in the survey situation is in many ways the distance between the people; for participant observation it is the prolonged interaction over several months.

The task of recording the data was handled singly by the author. Notes and responses to the questions were recorded as the interview progressed. The answers recorded were as objective as possible, despite being dependent on the subjective interpretations of the interviewer. However, it should be noted that a slight bias may exist due to the fact that the club is of a sporting nature and its members may feel they are expected to participate in sport. A possible bias may also exist in the case where there were two daughters in one family that met the selection requirements. It may be that the more athletic of the two was chosen.

VII. Analysis of the Data

The analysis of this experimental data was by a method similar to qualitative coding. Qualitative coding is a term given to all techniques for classifying reliably those social data on which very little order has been previously imposed by the researcher. The basic general steps followed were to:

1. study the completed cases carefully to pick out the various unique characteristics of each mother-daughter pair.

2. note existing trends, based on review of literature, and fit the trends to the suggested implications.
3. formulate relevent findings concerning the trends.

VIII. Summary

A test sample of eight mother-daughter pairs, all members of the Edmonton Royal Glenora Club, was selected for this study. Administered to this sample was an interview concerning their sporting interests and activities, and the mother-daughter relationship. This chapter described the test sample, the construction and design of the interview schedule, and procedures for data collection, recording and analysis.

CHAPTER IV

CASE STUDIES

In this chapter each of the eight mother-daughter pairs will be considered individually. Interpretation and analysis will be left for a later chapter. In the first four cases the daughters were the oldest child in the family, while in the following four cases the daughter was not the oldest child in the family.

I. A. MRS. YOUNG

Appearance

Mrs. Young was five feet six and a half inches tall and about average weight. She was in the process of trying to lose the few extra pounds she gained as a result of the birth of her two and a half month old son. Her complexion was fair, and she wore her shoulder length brown hair pulled back from her face and hanging fairly loose and straight. Her manner of dress was a neat and attractive pant suit.

Background Information

Mrs. Young was the only girl in a family with two brothers. She was born in Brooks, Alberta, where her father farmed and did part time carpentry work, while her mother taught music part time. Her schooling ended after grade eleven, and she married at the age of seventeen. After separating from her first husband about five years ago she has recently remarried. Her present husband is a real estate manager. Mrs. Young, at the age of thirty-four, has five children ages: fifteen, fourteen, thirteen, ten, and a baby boy two and a half months old. The oldest four are all girls and children of her first marriage while the baby is from her second marriage.

Work History

Due to the early age Mrs. Young married and started to raise a family, she never had the time or desire to work. After her separation with her first husband, she went to work in 1970. Her job consisted of selling residential real estate. Although not too mentally stimulating she enjoyed the constant contact with people. She worked for a period of three years. With her remarriage and the birth of her son she no longer had the need or time to work.

Mother-Daughter Interaction

In regard to similar behavior characteristics Mrs. Young felt her daughter Lee resembled her in disposition. She felt they were both quite conservative, shy in new or strange situations, fairly happy go-lucky, and quite active. She expressed a strong desire to participate in sports, more so than her daughter, with the emphasis more on playing well than winning.

The only similar activities the two share, other than sports, are sewing and a little piano. Mrs. Young felt her common bond with Lee was their sporting interests and activities. She mentioned that as Lee is quite shy she needs encouragement to get involved in certain situations if she does not know the people or is unsure of herself or her ability. Encouragement to participate in sport has been both verbal and by giving her the opportunity to participate in the various sports which are offered at the Royal Glenora Club. Mrs. Young mentioned,

in particular, her verbal encouragement for Lee to participate in team sports such as volleyball. Over the past two years Lee has taken up badminton and tennis. The encouragement to try these two sports came from Mrs. Young both verbally and by example as she plays both games quite extensively. Mrs. Young felt the only activity or behavior she would not like to see Lee try was smoking.

In regard to other influences on Lee's behavior and activities, Mrs. Young felt Lee's friends had little influence on her. As she is bussed in to school she has few close friends in the neighborhood. The friends she does have she has met mainly through her already existing activities and they therefore have similar interests. Also, as Lee has sisters close in age to her she spends a lot of time with the family. Both Lee's father and her step-father have encouraged her interest in sport. Mrs. Grant's first husband taught the girls in the family to swim, while her present husband plays badminton and tennis with Lee when he has the time. Mr. Grant plays on a rugby team in the summer and the whole family goes to watch the games. Mr. and Mrs. Grant both are avid sport fans. They both watch a lot of sport on television, go to the Oilers hockey games and the Eskimo football games. Lee also enjoys these same spectator activities, plus enjoys reading the sport pages of the newspaper regularly as does Mr. Grant. Mrs. Grant also reads the sport pages but not so extensively.

Relationship with Daughter

Mrs. Young felt she had a good relationship with Lee. She further described it as close and confiding, with most of Lee's interests and activities revolving around the family. She described Lee's upbringing as being moderately strict with more leniency now that Lee knows what is expected of her. Mrs. Young expressed confidence in Lee acting within the guidelines of how she has been brought up, and in her choice of nice, suitable friends. Lee is given a fair amount of freedom to pursue her interests, which is not surprising considering her mother has the same interests, namely music and sports. In general Mrs. Young seems happy with her relationship with Lee and with her lifestyle in general. Her day is quite busy doing housework, and looking after the baby. In addition she runs a small investment company at home which entails mainly telephone calls and book work. She also tries to play some sport, usually badminton, squash or racketball, every day with her husband, children or other members of the Royal Glenora Club. She mentioned that the baby doesn't really tie her down too much as the older girls often babysit or she takes the baby with her. She also mentioned that she usually does the things she wants to do. She would like to do more sports but doesn't know if she could handle it, as her back sometimes gives her trouble and there are only so many hours in a day.

Attitudes on Sex Specific Behavior and Interests

First, in regard to sex specific behavior, Mrs. Young felt adolescent boys and girls shouldn't really differ too much, but should both have a basic standard of morals and manners. With respect to general interests and activities, she again felt what is fine for one sex is fine for the other. More specifically, dealing with sports she expressed the feeling that girls should not participate with boys in rough contact sports such as rugby, football, and hockey. However, if it was an all girls team she felt it would be okay for girls to participate in football and hockey. Her reason for this was that in mixed teams boys may get rough and with their superior strength the girls may get hurt. She further felt girls should not participate in boxing or wrestling even if it was only with other girls. Competition in sport was expressed as being a valuable experience, but usually not before the age of about twelve or until a certain level of ability or proficiency was reached. Too much competition was considered bad if the wrong attitudes and values were expressed. An example was the win at all costs idea. However, Mrs. Young felt it was important to experience competition as the child gets older as we live in a competitive society. She expressed the feeling that she would rather see Lee try a lot of sports rather than train extensively in one as it deprives the child of a proper social life and affects the whole family. Mrs. Young also felt intensive physical training may be harmful to girls Lee's age, and it may also

be too stressful mentally. The same would apply even more so to younger girls, particularly in comparison to boys, as girls do not have the strength boys do.

Mothers Sporting Interests and Activities

Mrs. Young's sporting interests are both recreational and competitive in nature. At present her recreational sporting activities include the occasional games of paddleball and badminton. Later on this winter she hopes to do some cross-country skiing with the family and curl once a week in a league. In regard to her competitive sports, Mrs. Young competes in the odd badminton tournament at the Royal Glenora Club, and plays in the men's Squash league, due to the fact that there are not enough women who play squash to form their own league. This league runs from October to April. As a result Mrs. Young usually manages to play squash at least four times a week. In addition there are usually four or five tournaments each year which she enters in the ladies division. During the summer, except last year due to pregnancy, she plays tennis about five times a week, usually for fun, swims, canoes occasionally, and enjoys walking. Of these sporting activities, she usually shares a game per week of tennis with her husband in the summer, and in winter a few games of squash. Mrs. Young and Lee also usually share a game of tennis per week in the summer and a game or two per week of badminton in the winter. The whole family hope to cross-country ski some week-ends

this winter. Mr. Young is also interested in sports and his family's sporting activities as indicated above. In addition to playing tennis, squash and cross-country skiing he tries to get in a game of badminton or tennis with Lee on weekends. However, in the summer he is quite busy with rugby as he practices twice a week with a city league team and plays in a game once a week. He also golfs on the odd occasion.

Daughters Sporting Interests and Activities

In discussing Lee's involvement in sport, Mrs. Young mentioned the following. Lee has played most sports at school some time or other. When younger she took skating lessons for several years to learn to skate properly, and about five years ago tried competitive swimming for about a year and a half. Mrs. Young mentioned that she quit because she didn't like it. For three years previous to last summer Lee played softball about three times per week with the community league team. She now hopes to cross-country ski with the family. Last summer she started tennis lessons and played once or twice a week. At present Lee referees girls volleyball and plays on the school badminton team for which she practices about four times a week, both at school and at the Royal Glenora Club. Mrs. Young said she will encourage Lee to try out for the basketball team.

Mrs. Young felt the main value of girls Lee's age participating in sport was the fact that it keeps them so busy they can not get into as much trouble and makes them a more interesting person as

it broadens their interests. She mentioned it is a good way of meeting friends and also those who are active in sport accept others more readily if they also participate in sport. Another point was that participation in sport promotes better health.

Sibling Influences

Mrs. Young suggested that the other children in the family do not influence Lee much as they are younger and in particular, with regard to sport, have less interest. Lynn, the second oldest girl may influence Lee slightly in her efforts to try cooking. In general, it is Lee who is the bigger influence, on the other children, particularly on the youngest's sporting interests. This is merely a result of the example Lee sets, and their playing catch or soccer together in the back yard. The second and third oldest girls do not display as much interest in sport as the other two although Lee does play badminton and tennis with them occasionally.

Significant Changes Since Daughter's Elementary Years

Mrs. Young felt there have been few significant changes since Lee's elementary school days in regard to the topics previously discussed. Sport always has been a common bond between the two. Although tennis and badminton are recent similar interests, the two formerly had similar interests in baseball and swimming. Their relationship has changed little over the years as Lee has always been

easy to get along with. Mrs. Young felt Lee may need more encouragement now to get out and try new experiences than before as she is shy in strange situations.

B. Lee

Appearance

Lee, at the age of fifteen, was five feet eight inches tall and of a slightly heavy build. Her complexion was quite fair and she wore her blonde hair in a slightly curled under style which reached just below her ear level. The style was fairly feminine, while her manner of dress, although not particularly feminine was neat and casual.

Mother-Daughter Interaction

In regard to similar behavior characteristics Lee suggested both her and her mother were fairly good natured and easy to get along with. She suggested they both have a fairly competitive nature, but of the two Mrs. Young's is stronger. Lee mentioned that when she gets really mad, although not that often, she takes it out on others physically as she is quite a strong girl. She further described herself as a bit of a tomboy as she is quite rough in behavior, often uses coarse language, and although she wears neat attractive pants she seldom wears a dress.

Similar activities shared by the two are those mentioned previously by Mrs. Young. These were mainly sports, and a slight interest in piano. Lee also mentioned her interest in the saxaphone and occasionally sewing. Lee suggested her mother encourages her both verbally and by example especially if whatever Lee is doing isn't going well. Examples of this were finishing off a sewing project, and trying to improve skills in badminton when she gets beat. Mrs. Young often practices badminton and tennis in the summer, pointing out her strengths and weaknesses so Lee can improve her game. Lee suggested she has a quick temper and in games such as badminton often feels her partner or opponent is picking on her, which sometimes results in her swearing at them or throwing her racket at the floor. However, in general she feels she is a good sport about losing. She also suggested she has had personality conflicts with a couple of her coaches. This was the reason she said she quit competitive swimming and why she is not playing on the school volleyball team. Lee felt there were few activities her mother tried to discourage except maybe not being so physically rough when playing with other kids. This Lee felt was a result of her mother fearing she may hurt someone more than the fact that that type of behavior is not appropriate for the female sex.

When asked about other persons who may influence her interests or activities Lee suggested her step-father does slightly as they occasionally play badminton or tennis together and both he and Mrs. Young are trying to get her to learn either squash or paddleball.

Lee's father was also greatly interested and active in sport. Although Lee was too young to try many sports at that time he encouraged and taught her to swim. Lee felt her friends may influence her social life some but do not influence her sporting interests or activities much. Even if her friends didn't play any sports Lee said she would still play but feels it is more fun if they do play. In general Lee felt the biggest influence on her interests and activities was her mother.

Relationship With Mother

Lee described her mother as a warm understanding person. She allows Lee to pursue most of her interests as long as she stays within the basic rules or guidelines upon which she was raised. Further, Mrs. Young encourages Lee to pursue various activities and to persist at something when it gets difficult. Lee feels her mother is quite happy with the way her life is patterned. She felt her mom might like to do more sport but is sometimes not able to if the baby is acting up during the day, or her back is bothering her.

Attitudes on Sex Specific Behavior and Interests

In regard to sex specific behavior differences Lee felt girls should not be as physically rough as boys or use as course language even though her behavior is such. She felt girls need not necessarily wear dresses but both sexes should appear neat and clean. Girls in particular should not wear grubby jeans. Although Lee's behavior

could be considered slightly masculine she feels it doesn't really bother her mother as she also often acts in a very casual manner. Lee felt there should be few differences in regard to general activities but mentioned a few in regard to sport. She did not think girls should play contact sports such as hockey, football or rugby, with guys unless they were the same size as they might get injured. However, if girls wear the proper equipment and play against other girls Lee felt it was fine. She further felt girls should not wrestle or box with either boys or girls because of the chance of physical disfiguration, and should not try certain apparatus, such as the rings, in gymnastics as they do not have the strength to handle it. Lee was very positive in her attitude toward girls participating in sport competition as she feels Canada needs all the top athletes she can get. Intensive training was considered important if the athlete has the potential to reach the top, although for the average athlete Lee felt intensive training was not worthwhile if the athlete's school work or social life suffers. Physically she felt girls are capable of handling such training but wonders if they can stand the social pressures resulting from the image of being a female athlete, especially males' negative attitudes towards them. In regard to elementary school age children Lee felt they were not capable either mentally or physically of training as intensively as adolescents. Also adolescent girls can train as hard as boys the same age except maybe in events requiring strength, whereas she felt little girls would not like to train as hard as little boys as they are too busy doing the things little girls

are supposed to be doing, such as wearing dresses and acting like sissies. At about the age of fourteen she felt girls begin to realize they are capable of the same activities as boys.

Daughter's Sporting Interests and Activities

Lee's sporting interests were previously mentioned by Mrs. Young. Briefly they share a couple of games of tennis per week in the summer, a couple of games of badminton in the winter and occasionally cross-country skiing. In addition Lee plays badminton a couple of times per week and is on the school team. Also she swims and skates once in awhile, and plays most sports in Physical Education at school. Lee mentioned that she needs encouragement when things aren't going well or if she is playing poorly. Mrs. Young provides this by verbally encouraging Lee to keep trying and by helping her with her weaknesses in both tennis and badminton. Lee feels that sport is beneficial to girls her age in that it enables them to meet new people, keep in shape, and allows them to feel a sense of achievement. The importance of sport in an adolescent girls life would depend on her ability, how much she enjoyed sports and the encouragement she received to participate in sport. However Lee felt that school and a social life should be more important in a girls life than sport.

Mothers Sporting Interests and Activities

As previously mentioned Lee stated her mother's present participation in both badminton and tennis, and mentioned their shared interest in these sports. Her most recent sporting activities include squash, racketball and occasionally cross-country skiing.

Sibling Influences

Lee suggested that she influences the other children in the family more than they influence her. Sport seems to be the common bond between not only Lee and her parents but also with her sisters. The three oldest girls all started playing badminton and some tennis as a result of their mother's influence, and although they all sometimes play together, Lee felt her sisters play mainly for fun whereas Lee takes her sporting interests more seriously and enjoys competing in badminton on the school team.

Significant Changes Since Daughter's Elementary Years

During Lee's elementary years the only similar interests or activities they shared were the piano, skating and occasionally swimming. Swimming was more of an interest shared by Lee and her father. However, Mrs. Young enrolled Lee in and provided the transportation to these activities whereas today if Lee wishes to participate in some activity she usually goes about it on her own. As a result of Mrs. Young and her first husband's separation Lee felt

her mother and she grew closer during the four years before she re-married. It was during the last two years that Lee acquired her interest in both badminton and tennis. Friends have never been much of an influence on Lee and at present she feels they only really influence her social life not her sporting interests. Lee feels that it is even more important for her to take an interest in sport at her present age than in her elementary days for health reasons and because the friends you make through sport at this age usually remain friends longer than those you make when younger.

II. A. MRS. TRACE

Appearance

Mrs. Trace is five feet eight inches tall and fairly slender. She has a medium dark complexion and reddish-brown hair worn fairly short and curled back off her face. At the time of the interview she was wearing black pants, and a brown sweater with a gold cardigan over top of it.

Background Information

Mrs. Trace was born and raised in Edmonton, Alberta. Her father did janitor and guard work, while her mother kept house and looked after her brother, sister and her. Mrs. Trace completed grade eleven and six years later, at the age of twenty-two, married Mr.

Trace who is at present a city high-school teacher. Mrs. Trace is forty-five years old and the mother of sixteen and twelve year old daughters.

Work History

Mrs. Trace worked at two different jobs as a stenographer for a total of twelve years. She started working after graduating from grade eleven and continued until she became pregnant with her first child.

Mother-Daughter Interaction

Mrs. Trace suggested that Karen and herself are not really very similar in personality. Karen tends to be more outgoing and shows her feelings more openly. However, they are both perhaps a little bit moody. They are also both fairly competitive by nature, although Mrs. Trace considers Karen to be more competitive than herself.

Mrs. Trace and Karen have few similar interests other than sports, except that they both enjoy reading quite a bit. The two major sports that they share an interest in are tennis and badminton. The Trace family lived in Saskatoon, Saskatchewan for a couple of years when Karen was eleven or twelve. As members of the Y.M.C.A. the family played a lot of tennis and badminton together. It was here that Karen first became interested in these sports. At this time, and

for a couple of years after moving back to Edmonton, the family usually played these sports together a couple of times a week. Mrs. Trace mentioned, "Over the past couple of years Karen and I haven't been able to play much tennis together as she is so busy training and with tournaments, and also I was sick last summer so didn't get out that much." Mrs. Trace plays badminton three times a week. Up until last year she used to go in some tournaments, but now plays more for fun although she does compete in the ladders. Karen and Mrs. Trace used to play badminton together about three or four times a month up until a couple of years ago. They seldom play together now as Karen does not play as much badminton as she used to, and when she does it is at school or with the school team. Occasionally they swim together. Mr. and Mrs. Trace were quite active in tennis and badminton when Karen was about eleven years old and as a result she always seemed eager to try these sports. Her father was the one who actually taught Karen to play both tennis and badminton, although Mrs. Trace also took an active interest in helping her learn. Karen enjoyed being active and was usually eager to try various sports. At the same time that she was learning to play tennis and badminton Karen also started to learn to play basketball at the Y.M.C.A. although her parents were not involved in this sport. A couple of years later Karen joined community league baseball for a season. Mrs. Trace mentioned that once Karen starts an activity she needs little encouragement to get out and practice. Both Mr. and Mrs. Trace watch Karen in various tennis and badminton tournaments when possible. Mr.

Trace is not able to watch Karen as often as Mrs. Trace as he is quite often busy. Since they both play these two sports they understand the strategy of the games and enjoy watching Karen play. Karen used to play these two sports with her mother a fair bit. However, they no longer play badminton together, and in the summer usually only manage to play tennis together a couple of times a month as the courts at the club are so crowded now. They also swim together occasionally, but Karen is so busy now with her own activities that she seldom has time to participate in sport with either of her parents. Mrs. Trace felt that Karen has met many of her friends as a result of being involved in sport rather than having friends who influenced her to become involved in sport. She felt Karen's interest in tennis and badminton to be due more to family influence than peers. However, Karen's interest in basketball, although developed on her own, was reinforced upon moving back to Edmonton by friends who wanted her to play Community League basketball. Mrs. Trace felt Karen was influenced by her friends mainly on social interests and activities.

Relationship With Daughter

Mrs. Trace described her relationship with Karen as fairly good. Karen often seeks her mother's advice or confides in her. Although they are not really very similar in personality they find it easy to communicate. Mrs. Trace felt she was not really that strict with Karen's upbringing except with matters such as curfew and

diet. Karen was always allowed to try the various activities that interested her. These interests were usually sports oriented, except for her piano lessons which she dropped last year after playing for nine years. Mrs. Trace is pretty content with the way she spends her time and keeps herself busy playing sports, reading, and looking after the house. She commented, "I may take up curling sometime so I'll have something to do when I get too old to play tennis or badminton."

Attitudes on Sex Specific Behavior and Interests

Mrs. Trace mentioned that she sees few behavior differences between the sexes, but as she has no boys she was not sure how you would classify typical male behavior. However, she did not feel there should be any major behavior differences between the sexes. Similarly, she felt that, with the exception of sports, both sexes should be free to pursue whatever interests them. In regard to sport, Mrs. Trace mentioned that she does not like to see either girls or boys involved in boxing and wrestling. Further, she would not like to see girls playing on a boy's football or hockey team because of the risk of injury. She did feel it was okay for girls to participate in these sports on an all girls team. Although Mrs. Trace is in favor of girls participating in competitive sports she does not really care to see anyone specialize in just one sport at any age. However, she realizes that to reach the top in a sport a person just about has to specialize. Therefore she said, "If a person really wants to specialize,

fine, but I'd rather see them try various sports as I feel it would be more interesting." In addition to Mrs. Trace's favorable attitude toward girls in competitive sports, she also felt that girls are probably able to train as hard as boys in most sports, except maybe during the time of menstruation.

Mother's Sporting Interests and Activities

As previously mentioned Mrs. Trace's sporting activities center around tennis, badminton and occasionally swimming. Up until last summer, when she did little physical activity because of an illness, Mrs. Trace used to play tennis about three or four times a week, and entered the occasional powder-puff tournament. During the winter she plays badminton about three times a week. She competes in the club ladder, but mainly plays for fun and exercise. Previous to this year she used to compete in some badminton tournaments in addition to the regular club ladder. Another activity Mrs. Trace occasionally tries is swimming. This is usually only during the summer and merely for enjoyment and exercise. The only sport Mrs. Trace watches on television is some tennis. She also watches live tennis and badminton. Similar to his wife, Mr. Trace plays badminton two or three times a week, both in a ladder and for enjoyment. Also, in winter he plays tennis about once a week and in summer three or four times per week, plus occasional club tournaments. Mr. Trace is not really an avid spectator of sports. He watches some football on television and some

of Karen's tennis and badminton tournaments. Neither does he read the sports pages of the newspaper.

Daughter's Sporting Interests and Activities

Similar to Karen's parents, she plays both tennis and badminton. Karen has been quite successful in tennis. At the age of fourteen she won the Provincial Singles for fourteen and under, and competed in the Nationals. Mrs. Trace thought Karen usually practices tennis two or three times a week in summer and enters about four tournaments each summer, ranging from their club tournament to Provincials. Mrs. Trace also mentioned that Karen plays badminton at school, but she was not sure how often. She added that Karen and a friend won the City High School Doubles a couple of years ago. Mrs. Trace suggested several benefits of participation in sports. First she mentioned, "Sports help you feel better both mentally and physically." She also felt it is nice to meet people with similar interests. Most important of all Mrs. Trace felt that although a good education is more important than proficiency in sports, it is wise for everyone to have some kind of interest or hobby in addition to their studies, plus participating in some type of physical activity.

Sibling Influences

Mrs. Trace suggested that Karen, along with both her and her husband, all influence Karen's younger sister just by always having been so involved in sport. Mrs. Trace mentioned of the youngest, "She saw the rest of the family doing sports and always wanted to try." However, Mrs. Trace did not feel that the younger daughter had any influence on Karen's sporting interests and activities.

Significant Changes Since Daughter's Elementary Days

Mrs. Trace mentioned some changes since Karen's elementary school days which she felt were significant. The only sports Karen has developed an interest in since then have been volleyball and skiing. Nearly all Karen's sporting interests have developed as a result of her parent's interest and participation in these same sports. Karen has always been eager to try various sports and enjoys being active. Mrs. Trace mentioned that her relationships with Karen may not be as close as it used to be as Karen is now a lot busier and spends more time on her own interests and with friends. Since Karen reached Junior High School, and the youngest started school, Mrs. Trace has had more time than ever before to spend playing sports. She mentioned, "I was quite satisfied with how I spent my time when the kids were younger, but since I now have more spare time I may as well use it." Both Mr. and Mrs. Trace have always taken an interest in Karen's sporting activities since the time she started school. Karen's influence on

her younger sister has increased since Karen's elementary days, along with her sister's increasing interest in sports. However because of an age spread of five years, they have had little in common except sports.

B. KAREN

Appearance

Karen, at the age of sixteen, is five feet four inches tall, and has a slender build. She has a fair complexion and long brownish-blonde hair. At the time of the interview Karen was wearing blue jeans and a plaid shirt.

Mother-Daughter Interaction

Karen suggested that although she is not that similar in personality to her mother, they do have some characteristics in common. Although they both like to be very organized they find themselves continually busy and rushing around. Karen felt herself to be more easy going than her mother, with both having fairly controllable tempers. Karen suggested, "Through sports I have learned to control my emotions." Karen feels she is more outgoing than her mother, who keeps a lot to herself. She also considers herself to have a more competitive nature than her mother. As far as general interests are concerned, with the exception of sports, both Karen and her

mother enjoy reading and can play the piano. Karen and her mother enjoy many of the same sports, although they do not necessarily do them together. Karen mentioned they only play the odd game of tennis together, as she is usually busy training for her tournaments. Also, seeing as Mrs. Trace was sick last summer, they never really played together. Karen felt that both her and her mother have been growing away from tennis. Mrs. Trace seldom enters any tennis tournaments except maybe the occasional powder-puff competition. As previously mentioned, Mrs. Trace plays a fair bit of badminton at the club, whereas Karen plays most of her badminton at school. As a result of this, and also as Karen is busy with a part time job, they no longer play badminton together. Karen also used to play basketball for several years; a game which Mrs. Trace used to play when younger. The only physical activity that Karen and her mother, along with the rest of the family, still participate in together is mountain climbing and camping. The family usually goes to the mountains about three times each summer for about five days each time. Karen added, "Mom was not really into sports that much until she got married." It appears that Mr. and Mrs. Trace have many of the same sporting interests. In addition to their mountain climbing they play tennis together once or twice a week in summer, and badminton in winter. Karen suggested that her parents play together more than she plays with either of them. Mr. Trace is keen on tennis and plays nearly every day in summer. He goes in various club tournaments, mainly for fun. Although Karen and her dad do not play as much badminton as they

used to, Mr. Trace still plays, but mainly with Mrs. Trace. Karen and her dad also go swimming occasionally in summer. Karen's friends have had little influence on her sporting interests other than encouraging her to resume her participation in basketball upon returning to Edmonton from Saskatoon, and to try skiing. Karen mentioned that she likes it if her friends are involved in the same sports as her, but even if they are not, she will still try an activity on her own if it really interests her.

Relationship With Mother

Karen, upon describing her relationship with her mother, commented, "We are not really that close because we are so different in personality that we conflict a lot." She also stated that they are, "both at biological stages where we don't get along, but at least we admit it." Karen often confides in both of her parents, referring to her mother on situations of a more personal nature. Her upbringing was neither strict nor really lenient, and most of the discipline and rules were set by her father. Both Karen's parents have usually encouraged her to try most of the activities which interest her. However, neither of her parents have ever really wanted her to try skiing as they were afraid she might get hurt. In addition to this, neither were pleased that Karen was playing as much basketball as she was as they felt it was a fairly rough game.

Attitudes on Sex Specific Behavior and Interests

Karen suggested that there are few differences in basic personality traits between the sexes, rather she felt girls and boys express these traits in different ways. For example, Karen mentioned, "Boys are more physically aggressive whereas girls are more verbally aggressive." However Karen did feel that girls are better at controlling their emotions as they learn to express themselves in a more socially acceptable manner. She also felt boys and girls now have more similar expectations placed upon themselves in regard to basic good manners and consideration of others. Further, in regard to general interests and activities other than sports, Karen felt both sexes should be allowed to pursue whatever they want. However, in regard to sport, Karen felt she would not like to see girls involved in boxing or wrestling, but is in favor of martial arts for girls. Also she does not think girls should play in contact sports on boys teams as it hinders the boy's game as they tend not to take the game as seriously as they should. Karen felt it was fine for girls to play on an all girls team in sports such as hockey and football. In such an event she felt the game would automatically be less rough than when boys play it. Karen mentioned that she is definitely in favor of girls in competitive sport but does not like the stress so many place on winning. One of the major reasons why Karen is moving away from tennis tournaments is that they make her feel too tense. She is not in favor of either girls or boys specializing in one particular

sport as it gets to be more of a job and takes the fun out of it. However, as far as training goes for a particular sport, Karen felt girls can work just as hard as boys physically and further, may be able to handle any mental stress involved better than boys.

Daughter's Sporting Interests and Activities

As previously mentioned Karen has been involved in various sports. She used to play tennis nearly every day in summer and went in about seven or eight tournaments per season. Karen doubts whether she will play so much this year as it gets her too tense. She also played volleyball and basketball for several years but was too busy this past year to play. The only activity Karen is involved in at present is badminton and occasionally skiing or skating. Karen plays badminton once a week now but hopes to soon increase this to about three once she starts practicing and playing on the school team. In the summer Karen hopes to play some tennis, and occasionally swim or go mountain climbing. Over the past year Karen's involvement in sport has lessened as she has been busy with a part-time job. She still enjoys watching various sports such as football, hockey, basketball, tennis, badminton, and various other major sports events, both live and on television. She mentioned that her parents have fairly similar spectator interests. None of them really follow the sports pages in the newspaper, but look for odd articles of interest. Karen has had an avid interest in sports since she first became aware of her parents involvement in sport, and as a result has participated

in many of the same activities as her parents. She feels her involvement in sport has benefited her in the following ways. She now has more control over her emotions, is more physically fit, has met many new friends, and sport helps her release tension. Although Karen feels schooling comes before all else she still thinks a person also has time for other interests, depending upon their own tastes, that everyone should do some type of physical activity.

Mother's Sporting Interests and Activities

Karen commented upon her mother's involvement in sport. Now that both Karen and her younger sister are old enough to look after themselves, Mrs. Trace has more time to do sports. Although her interest in tennis has declined some, which may be due to an illness last summer, her interest in badminton has increased. Karen mentioned that her mother plays about three times a week and is involved in the club ladder. In the summer she plays tennis about three times a week, swims occasionally, and goes mountain climbing with the family. Karen mentioned that her mother never really got into sports until she was married, and then most of her sporting activity was either with her husband or the children. Now she does more sports on her own or with her husband or friends. She also plays some tennis and badminton with the youngest daughter, more so than with Karen, as Karen is busier and does not get along with her mom as well. Karen also mentioned that although her mother is

involved in a fair amount of sport and likes to do well in it, she avoids most of the competitive tournaments and plays mainly for fun and exercise.

Sibling Influences

Karen suggested that she has had a fair influence on her younger sister, as Paula always wants to try the things Karen thinks are fun. Karen has recently persuaded Paula to try more activities at school, for example volleyball. She has also persuaded Paula to enter tournaments in tennis so she can play with persons at her own level. Other than sporting activities, Karen felt her major influence on Paula was her clothes selection. Karen thought that Paula has had little or no influence on her.

Significant Changes Since Daughter's Elementary Days

Karen felt one of the most significant changes she has experienced since her elementary days has been her interest in school sports, particularly team sports. Since Karen entered Junior High School she took up volleyball and basketball. In addition to this she played community league basketball for three years and baseball last year. Another change mentioned was the decrease in influence that her parents have on her. She suggested "You change and become more independent by meeting people with new interests." Nevertheless Karen still retains the same sporting interests as her parents, plus

several new ones. Karen felt that her relationship with her mother has also changed over the years in that it has moved from a mothering-dependency relationship to more of a friendship and sharing of adult interests. At the same time Mrs. Trace has had more free time to participate in more sports on her own. Karen also mentioned that she felt her influence on her sister's sporting interests has increased as Paula is now into more sports and they share more similar interests. Formerly it was more of a mother-dependency relationship.

III. A. MRS. SAMSON

Appearance

Mrs. Samson was five feet six inches tall and quite slender. Her complexion was quite dark and she wore her short black hair in a lightly waved, attractive style. At the time she was wearing grey pants and a pink shirt.

Background Information

Mrs. Samson was born in Kincaid, Saskatchewan, and raised in a family of four brothers and three sisters. Her father was a farmer and her mother stayed home to take care of the children and the house. After completing grade twelve she worked at various jobs until marrying at the age of twenty-five. At the age of forty, Mrs. Kincaid is the mother of fourteen year old twin girls, and a twin ten year old

boy and girl. Her husband works as an investment broker.

Work History

Before marrying, Mrs. Samson worked at various jobs for periods varying from three months to about three years. These jobs included: bank teller, work in a papermill, clerk at a department store, social dance teacher, work in a dentist's office, and work at the Industrial Acceptance Corporation. She quit her last job when she was seven months pregnant and has not gone back to work since.

Mother-Daughter Interaction

Mrs. Samson mentioned that Lynn has always been the easiest of her children to get along with as her disposition is always cheerful, whereas her own disposition is not always as sunny. Lynn can be very stubborn about things once she has her mind made up. Mrs. Samson is sometimes this way too. As for showing their feelings Mrs. Samson tries to get both her and Lynn to air their feelings more and bring them out in the open. Neither of them tend to be quick tempered. Another common characteristic is their liking for neatness and orderliness.

Lynn and Mrs. Samson share a common love for reading, both enjoy watching ballet, and occasionally enjoy domestic activities together. In addition to this, they share several sporting interests. Both play tennis, and before Lynn became so involved in her gymnastics

they usually managed to play together about once or twice a week in the summer. Occasionally they would play badminton. During the winter the whole family skis together during the major holidays and in summer they all usually manage a couple of weeks of water skiing. Mrs. Samson tried to introduce Lynn to various interests and activities as a youngster. "I'd introduce the kids into something and make them go to all the lessons and then let them decide on their own if they wanted to continue." Once Lynn decided if she would like to continue a certain activity she needed little encouragement. Some activities Lynn has tried are ballet, jazz, swimming and music. Mrs. Samson admitted, "actually I did push her into that but would have let her quit if she wanted to." However, Lynn was always very concientious about practicing without being told, even though she never professed to being that keen on piano. Mrs. Samson always tried to encourage Lynn to try various sports. She would have liked her to develop her slight interest in tennis or badminton as these are the sports Mrs. Samson enjoys. The only activity Mrs. Samson can recall ever discouraging Lynn in was her ballet lessons as she had to nearly force Lynn to go. She felt that unless Lynn was really keen on it there was no point in continuing. Mr. Samson discouraged Lynn in her figure skating lessons as he disliked the thought of her possibly ending up in the Ice Capades. Lynn developed a keen interest in gymnastics in grade four and has gradually given up most of her other interests to devote more time to this particular sport. Although Lynn decided on her own that she wants to specialize in gymnastics,

Mrs. Samson and her husband are both, "glad that she has something to work at that she enjoys so much." Both parents watch the occasional displays and competitions. Mrs. Samson suggested she has usually been able to watch Lynn participate in her various activities more frequently than her husband, as he is usually busy, and in his free time likes to pursue his own sporting interests. He particularly enjoys golfing. In the summer he water skis with the whole family and in winter they all snow ski. It was his interest in these two sports that probably resulted in the rest of the family including Mrs. Samson, trying them. Mrs. Samson felt Lynn might also like to try golf as a result of her husbands great love for the game. Lynn's friends have mainly influenced her social activities rather than her sporting activities. If she is interested in something she will get involved in it whether or not her friends are interested. Mrs. Samson mentioned, "She has a mind of her own and makes her own decisions."

Relationship With Daughter.

Mrs. Samson described Lynn as a very likeable person. They have a good close relationship as Lynn finds it very easy to talk to her mother. Lynn often confides in Mrs. Samson although she is a "quite complicated girl." Mrs. Samson has always considered herself fairly lenient in Lynn's upbringing and encouraged her to pursue various interests. She mentioned of her children "I've always said they can take whatever they want as long as they are keen on it." Mrs. Samson has more free time on her hands now that the children are

older. She enjoys being able to get out at least once a day either socially or for exercise. However she mentioned that she was always happy staying at home when the children were younger. The only thing she regrets is not having gone to university. She is seriously considering going back to school to major either in English or Nutrition.

Attitudes on Sex Specific Behavior and Interests

Mrs. Samson stated in regard to behavioral differences between the sexes that, "definitely girls aren't much different from boys now." She hopes girls are still feminine. By this she implied: no coarse language and gentle manner. In regard to general interests she felt it was fine for both sexes to enjoy the same things. She mentioned, "when I was younger I was a bit of a tomboy and interested in the same things as my brothers." She also felt girls should be allowed to participate in all the same sports as boys, and with boys, if they really wanted to, except for boxing and wrestling. She also felt that competition and intensive training are fine for girls if that is what they want, and that girls are as capable as boys of withstanding any physical and mental stress involved. However, Mrs. Samson felt it is important to try various activities before specializing so you will know which sport you enjoy the most and are best at, and also you will have something to fall back on if things do not go well in the chosen sport.

Mother's Sporting Interests and Activities

During the summer Mrs. Samson spends close to two hours a day playing tennis. She mentioned that although she doesn't consider herself really competitive she works very hard and likes to win. Both her and her husband and children water ski in summer and snow ski in winter when they go on holidays. Mrs. Samson also plays badminton two or three times a week in winter. Recently her and her husband have started playing the occasional game of racketball. In regard to spectator interests Mr. and Mrs. Samson watch the occasional major sporting events on television. Mrs. Samson also enjoys watching live tennis while Mr. Samson watches a little of both tennis and golf. Further Mr. Samson is the only one in the family who follows the sport pages in the Edmonton Journal. It was Mr. Samson who first encouraged the rest of the family to try both water and snow skiing. In addition to participating in these two sports he plays the occasional game of badminton. However, his favorite sport is golf which he plays nearly every day during the summer. He is also interested in his family's sporting activities. He encourages Lynn to do well in gymnastics and watches the occasional meet or demonstration when he is not too busy.

Daughter's Sporting Interests and Activities

As previously mentioned Lynn tried various sports such as swimming, skating and dance when younger. At present however she is quite involved in gymnastics and has little time for other interests.

She practices three times a week for three hours each session. This leaves her time for the occasional game of tennis or badminton, and both water and snow skiing when the family goes on holiday. Lynn also enjoys watching the sports she participates in on television. She also watches live sport such as gymnastics, some figure skating, and some of her school volleyball and basketball games. Mrs. Samson suggested in regard to sport, "Lynn may be the most competitive of the whole family, although it doesn't show outwardly." She has an inner determination to do well at the things she enjoys. Mrs. Samson feels girls benefit from their participation in sport in various ways. First, being involved in any activity takes up enough time to keep them from becoming bored or getting in trouble. Second, it is good physically and helps teach self-discipline. Also travelling and competing not only broadens ones interests but is a good experience and lends to meeting and making new friends.

Sibling Influences

Mrs. Samson suggested that her children do not have much influence on each other. Lynn is quite independent and pursues the activities she is interested in. As a result her brother and sisters have little influence on her sporting interests. Similarly Lynn has little influence on the others except maybe for her younger sister's interest in gymnastics. All the children in the family both snow and water ski together, but other than this they generally pursue their own interests.

Significant Changes Since Daughter's Elementary Years

The only similar interests Mrs. Samson and Lynn shared during her elementary years was a general liking for sports. As previously mentioned Lynn tried various sports when younger. Mrs. Samson and Lynn occasionally skated together. Lynn tried tennis but did not care for it that much. During Lynn's elementary years Mrs. Samson mentioned she needed more encouragement to stick with her sporting activities than now. At the present she has little time for any sport other than gymnastics. Mrs. Samson and Lynn have always had a good, close relationship. Mrs. Samson used to spend more time at home, because of caring for her children, but enjoyed this as she now enjoys getting out on her own more. The only difference towards sex specific interests and activities is that she tries, "to be more open minded and allow people to be individuals." In regard to sibling influence Mrs. Samson felt it may have been greater when the children were all younger as they all took lessons together in swimming, dance, and gymnastics. The younger twins usually looked up to Lynn for her superior ability.

B. LYNN

Appearance

Lynn, at the age of fourteen, is five feet four inches tall and has a slender build like her mothers. Her short wavy black hair and dark complexion is also similar to Mrs. Samson's. Her informal dress consisted of jeans and a T-shirt.

Mother-Daughter Interaction

In discussing similarities in personality between Lynn and her mother Lynn suggested she usually can see or takes her mother's point of view quicker than the other children in the family. Both her and her mother are fairly easy going and do not have much of a temper. Lynn suggested they are both quite competitive. She also felt that she shows her emotions easier than her mom does.

The only general interest Lynn suggested she shares with her mother other than sports is sewing. As Mrs. Samson mentioned, Lynn and her, along with the rest of the family, snow and water ski together on holidays. In the summer, the two of them usually manage to get in a couple of games of tennis a month. Although Mrs. Samson is not actively involved in gymnastics, she takes an interest in Lynn's gymnastics. She has always encouraged Lynn to try various activities. Lynn mentioned that she, "didn't have much say in the matter as mom always suggested various activities for us to try." As previously mentioned, Mrs. Samson enrolled Lynn in such activities as ballet, jazz, swimming and badminton. Lynn enjoyed her various lessons but never really felt any desire to pursue them further. Neither did she have any desire to compete in any sport until she had been involved in gymnastics for a couple of years and her instructor talked her into it. This was a couple of years ago, and since then Lynn has become quite serious about sport. She practices up to nine hours a week. Lynn is quite competitive in that she wants to do well for her team, or in the case where there is someone she especially wants to do better than. Despite

the competitive aspect Lynn feels she does gymnastics mainly because she enjoys it. Mrs. Samson encourages Lynn to do her best in this sport by making sure she sticks to a healthy diet and gets the sleep she needs. When she has the time Mrs. Samson goes to watch Lynn in competition or demonstrations. Mrs. Samson once exposing Lynn to various activities, has let Lynn decide if she wished to continue any of them. She has always been willing to drive her to her various activities. Most of Lynn's interests and activities appear to have arisen out of her mother's suggestions and as a result Mrs. Samson has seldom had to discourage any of Lynn's activities, unless she felt she was forcing Lynn into something she did not want. Lynn further suggested that her friends have little influence on her interests. They wanted her to try out for the school volleyball and basketball team but Lynn felt she was too busy with her gymnastics. Lynn pursued her gymnastics because she enjoyed it, despite the fact that her friends were not involved in it at that time. Another person who influences Lynn slightly is her father. He seems to be aware of Lynn's sporting interests and encourages her to do well in whatever she tries. She remarked, "He wants me to try golf, so I might if I have time in the summer." Mr. Samson has also suggested Lynn try badminton. At present they occasionally play badminton together, swim, and on holidays both snow and water ski. When he has had the time, Mr. Samson has watched a couple of Lynn's gymnastic meets. However, Lynn felt that her mother has more influence on her interests as her father, "is hardly ever home."

Relationship With Mother

Lynn described her relationship with her mother as fairly close. She usually confides in her mother as she is usually understanding, although she sometimes also confides in her twin sister. Lynn felt her mother had been stricter with her and her twin's upbringing than the younger twins, especially in regard to bedtime. However, she was given great freedom to try various activities. Most of these activities were, as previously mentioned, sport oriented and suggested by Mrs. Samson. Lynn felt that her mother is pretty satisfied with her life, although she would like to go to university in the near future. She usually finds the time to pursue her own interests now that all the children are in school.

Attitudes on Sex Specific Behavior and Interests

In regard to sex specific behaviors and interests, Lynn felt there should be no major differences between boys and girls. She further felt, "girls should be allowed to play any sport," including contact sports, "and on boys teams if that is what they want." Lynn is in favor of intensive training and competition for girls as long as that is what they want. She felt that girls are capable of training as hard as boys when young as they are closer in size and strength, but once they reach high school girls are not capable of training as hard as boys physically or mentally and probably would not want to. Lynn commented that, "girls become more emotional at adolescence and

can't take the pressure." She also mentioned that, "people are now more accepting towards girls in any sport."

Daughter's Sporting Interests and Activities

As mentioned previously the only sport Lynn is currently training in is gymnastics. She hopes to make the school track team in the spring and also try the game of golf. She also finds time to snow and water ski with the family, and plays an occasional game of badminton or tennis. Lynn also enjoys watching the "Wide World of Sports" on television and live sports such as her school's volleyball and basketball games, and gymnastics. She does not follow the sport pages in the Edmonton Journal. Lynn feels that sport is beneficial to girls her age in that it is fun, good exercise, enables you to meet new people, keeps you healthy, and gives you a goal to work for. However, school comes first and then, "everyone should have some kind of activity or hobby whether it be sports or not."

Mother's Sporting Interests and Activities

In regard to Mrs. Samson's sporting interests, Lynn mentioned that she plays as much tennis as she can in the summer. Other than this she both water and snow skis with the whole family during holidays. Her spectator interests include watching such sports as football, hockey, golf and tennis on television. She also watches live tennis at the Royal Glenora Club, and reads the sports pages in the Edmonton Journal.

Sibling Influences

Lynn felt her younger brother and her twin sister have little or no influence on her sporting interests or activities. Her twin tried to talk Lynn into playing volleyball but she was too busy. The only sports they participate in together is their skiing. Lynn suggested her twin may have lost interest in gymnastics, which they started together, because Lynn was always better at it. Lynn felt she may influence her little sister to do well in gymnastics yet she can not talk her into competing. Lynn also suggested that her younger sister probably goes because her friends go. Another point of interest was that Lynn felt she tries to live up to the high expectations her little sister has for her in regard to gymnastics.

Significant Changes Since Daughter's Elementary Years

As Mrs. Samson previously mentioned, Lynn also stated that the only interests they shared during her elementary days were sport oriented. She mentioned that her and her mother occasionally swam, skated, or bowled together. As previously mentioned Lynn tried various sports when younger, with her favorite being gymnastics. Lynn suggested her mother, "may not have been as active as she had all us kids to look after." However, she used to curl, skate and play badminton and tennis occasionally. Although Lynn and her mother share a good, close relationship Lynn felt it may have been even closer when she was younger although she could not think why. As an elementary

student Lynn considered herself a tomboy as she never played much with dolls and was often more muscular than boys her own age. Lynn always behaved the same as the boys she knew so she never really felt there should be any behavioral differences between the sexes. Although Lynn played with boys quite a bit she was not really aware of contact sports at that time. The only difference in sibling influences was that Lynn and her twin did more activity together when younger than now. The younger twins at that time had little interest in sports and as a result were not much of an influence on Lynne.

IV. A. MRS. MCDONALD

Appearance

Mrs. McDonald is five feet six inches tall and has a slender build. She has a medium dark complexion and dark greying hair worn in a short curly style. She was dressed in attractive brown dress slacks, shirt, and a beige and brown sweater, accentuated with a gold chain necklace.

Background Information

Mrs. McDonald was born and raised in Melfort, Saskatchewan along with four brothers and three sisters. Her father ran a logging company while her mother kept house and looked after the children. After completing grade twelve, Mrs. McDonald worked until she married at the age of twenty-eight. At the present age of forty-six Mrs.

McDonald is the mother of a seventeen year old daughter and an eleven year old son. Mr. McDonald is a provincial government official at the senior managerial level.

Work History

Upon completing grade twelve Mrs. McDonald worked at several different secretarial jobs for a period of about eight years. She quit when she got married and started working again in 1970, until last year, as a clerk in the china department at Woodward's Department Store.

Mother-Daughter Interaction

Mrs. McDonald suggested that Leslie is more like her dad than her. Leslie is more easy going, good natured, and even tempered than her mother, yet there is no clash. Both are fairly open and so they communicate well. They also both have a fairly competitive nature. Mrs. McDonald shows her competitiveness more openly, whereas Leslie hides her competitive nature under a cool, calm exterior.

Mrs. McDonald and Leslie share similar interests mainly in regard to sport. Although they are both actively involved in various sports the only one they really have in common is badminton. They are so busy with their own sporting activities that they seldom have time to do any of these activities together. As an elementary student Leslie was enrolled in various lessons such as ballet, skating,

swimming and piano. Although Leslie did well in all these activities and enjoyed them, once she felt she was proficient in a certain activity, she liked to try something new. Leslie started playing badminton at the age of eleven and is still very active in the sport. She has never really needed any encouragement to go out and practice as she enjoys the sport so much and does so well. Whatever Leslie starts she carries on to the finish and tries to do her best. Mrs. McDonald stated that their family motto is, "Whatever you do, do well." Both Mr. and Mrs. McDonald take an interest in Leslie's activities, particularly badminton, as she is so involved in it. Seeing as both Leslie's parents also play a lot of badminton they understand the game well, and try to watch as many of her tournaments as possible. They encourage her to play as well as she can, while Mrs. McDonald makes sure she gets the sleep she needs and maintains a healthy diet. As previously mentioned Leslie is very similar to her father in personality. As both Mr. and Mrs. McDonald play badminton they wanted Leslie to learn and so enrolled her in lessons. They are now trying to interest her in golf. Leslie likes her father to take an interest in her activities. They used to play badminton together, but do not play very often now as Leslie is so busy training for her badminton tournaments. In the summer they occasionally swim together, and hope to try golfing together along with Mrs. McDonald. Mr. McDonald is quite active in sports. He usually plays badminton about once a week during the winter and in the summer golfs once or twice a week. Now that Mrs. McDonald is not working she hopes to get out about once a week

and share these activities with her husband again. Mr. McDonald occasionally swims and also water skis in the summer. He used to curl, but does not have time for it now. Occasionally he helps coach the hockey team his son is on. In addition to his actual participation in sports, Mr. McDonald and the rest of the family are avid sport fans. They enjoy such televison sports as football, golf, badminton, hockey, and other major sporting events of interest to them. Their live viewing interests are about the same except that Leslie watches some of her various school teams. Both Leslie's parents follow the sport pages in the newspaper whereas Leslie only reads articles related to the sports she participates in. Mrs. McDonald felt Leslie's friends have little influence on determining her interests and activities. Leslie tends to make new friends in whatever field she goes into. She usually determines her own interests. Mrs. McDonald mentioned that, "one of Leslie's best friends has few of the same interests as her, yet they have been close for years."

Relationship With Daughter

Mr. McDonald mentioned that although Leslie and her are not that similar in personality, they get along well and are very close. Leslie confides in both parents and they often discuss her interests and activities as a family. Mrs. McDonald mentioned, "I can tell if something is bothering her, and we can usually clear it up by discussing the problem." They have never really gone through a stage

where they did not get along. Leslie has been brought up to respect her parents wishes, yet allowed to try various activities, as long as Leslie and her parents all felt they were in her best interests. Mrs. McDonald mentioned that, "we would talk things over and then let, Leslie do the things we felt would be good for her and that she would like." There have seldom been any activities that they have had to discourage Leslie in. She had thought of trying skiing, but realized she is too busy.

Attitudes on Sex Specific Behavior and Interests

Mrs. McDonald suggested a few differences in behavior she likes to see between the sexes. Primarily she felt boys should be more aggressive than girls, and are the more dominant of the two sexes. Boys need not be quite as meticulous about being neat and tidy, yet both sexes should have good manners and consideration for others. In regard to sex specific interests and activities, excluding sports, Mrs. McDonald could not think of anything that girls should not pursue. However she did mention, "I don't like to see boys regularly doing domestic activities but suggested they learn them when they are older. With regard to sports, Mrs. McDonald stated that she would not like to see girls in wrestling or boxing under any conditions. She also felt girls should not play hockey or football, whether on a boys or girls team, unless the game was modified and for fun because of the risk of injury. Neither was she in favor of girls playing baseball

and mentioned that she was glad when Leslie gave up the game as the atmosphere surrounding it always seemed rough. However, she felt if girls really wanted to play in a baseball league it was fine as long as they were on an all girls team rather than on a boys team. Mrs. McDonald was in favor of girls participating in all levels of competitive sports. In addition to this she felt girls are as capable of training as hard as boys, except maybe during menstruation and in the area of strength training. The ability to withstand any mental stress involved in competitive sports comes more with increasing age, rather than being related to sex.

Mother's Sporting Interests and Activities

Since quitting work last year Mrs. McDonald hopes to become as active in sports as she was before she started to work again five years ago. Although she enjoyed working she is happy to have the time again to participate in sports. She hopes to play badminton three or four times a week. One of the times will be in a ladder, while the others will be for fun and exercise. Mrs. McDonald felt that she was competitive in the sense that she does not like to be beaten, yet she does not get upset if she loses. She curls in club leagues twice a week and usually enters a couple of bonspiels during the season. In the summer she usually manages to golf once or twice a week. During the past few years that Mrs. McDonald was working she drifted away from sports. Seeing as her husband is so busy she decided to quit working so she could spend more time with the children and have

more time for her own interests. As previously mentioned, Mrs. McDonald and the rest of the family follow various sports both live and on television, and in the sports section of the newspaper.

Daughter's Sporting Interests and Activities

At the present time Leslie is only involved in badminton as she practices about five times a week and goes in tournaments quite often on weekends. Leslie has played in tournaments of various levels, up to and including the Canadians. Last year she won the City Junior Women's Singles and Doubles, and the Junior Canadian High School Girls Pepsi Singles and Doubles. Last summer Leslie went to Europe to play badminton with the Alberta Commonwealth Games team. Before Christmas Leslie was also playing volleyball with the school team. They trained a couple of times a week and usually had a game once a week. During the Christmas holidays Leslie took a rest from badminton practices, as she felt she was getting stale, and went skating quite often instead. In the summer she also golfs, swims, and water skis when she has time. Also, as previously mentioned, Leslie enjoys watching various sports both on television and live. Mrs. McDonald mentioned that Leslie has never needed any encouragement to participate in any sports since she was little. Badminton is the first sport Leslie has really pursued to such a competitive level. She sets her own goals and is always eager to practice. At the same time she works hard at school and holds down a part time job. Mrs. McDonald is

proud of Leslie's many accomplishments and feels her sporting activities have benefited her in several ways. As a result of her sporting activities Leslie has learned to make the best use of her time. She has met many new friends and had the opportunity to travel, and is therefore quite mature and understanding for her age. Although Mrs. McDonald feels sports are important, she felt school should come first and then it is up to each individual person to choose their activities depending on their personality and interests. She mentioned, "I don't like to see girls specialize in one sport to the extent that they have no other interests." However, once they are older and have tried various other activities it would be okay to specialize in one area. Mrs. McDonald then mentioned, "My husband feels very strongly about this."

Sibling Influences

Mrs. McDonald suggested that Leslie, along with both her and her husband, have a general influence on the younger child. He likes to play badminton with Leslie and likes to play well as Leslie is so good at the game. They also sometimes swim together and Leslie helps him although he has had lessons. Mrs. McDonald felt her son has no influence on Leslie's sporting activities. She has watched a couple of his hockey games but is quite busy with her own interests.

Significant Changes Since Daughter's Elementary Days

Mrs. McDonald could think of few significant changes, in the areas previously discussed, since Leslie's elementary school years. Their main similar interests have always revolved around sports. Mrs. McDonald suggested that her relationship with Leslie has always been close, but may be even closer now that Leslie is older and they can share similar adult interests. Another difference noted was that when Leslie was an elementary student she had no influence on her brothers sporting interests as he was too young to really get involved in sports. Due to the five year age spread between Leslie and her brother, they have never really played much sport together.

B. LESLIE

Appearance

Leslie is five feet eight inches tall and average to slightly heavy in weight. She has short black hair and a fairly dark complexion. Leslie was dressed in brown corduroy slacks and a brown print shirt worn under a beige sweater.

Mother-Daughter Interaction

Leslie felt she shares several personality characteristics with her mother. She suggested they are both fairly outgoing and get to know people quickly. They also like to keep busy yet are fairly

easy going. Leslie suggested that she may be more even tempered than her mother who blows up quickly. However, Leslie also thought that her mother is probably more open about showing her emotions. Both Leslie and her mother are very competitive by nature. Leslie feels her competitiveness is more of an inner determination, whereas her mother shows her competitiveness quite openly in her actions and by her excitability at Leslie's competitions.

Other than sports, Leslie and her mother share a few general interests such as arts and crafts, cooking and sewing, and an enjoyment of music. Leslie plays the piano, and Mrs. McDonald has encouraged her to keep at it. Although both Leslie and her mother keep active in sports, they are usually so busy with their own interests that they have little time to do much sport together. Both Leslie and Mrs. McDonald play a fair bit of badminton, but only occasionally together. Mrs. McDonald plays more with her husband. Both Leslie's parents encouraged her to take up badminton and swimming at the age of nine or ten. It was Mrs. McDonald who enrolled Leslie in lessons in these two sports and drove her back and forth. She mentioned that she was able to do more sports with her parents when younger as she was not so busy. Mr. McDonald watches Leslie's badminton competitions when he has the time. He encourages her by discussing the competition with her, whereas Mrs. McDonald encourages Leslie more by cheering her on at most of her tournaments. Leslie also mentioned that her friends are a great encouragement to her. Most of her friends are athletic and are interested in her badminton, although none of them compete

in badminton to the extent she does. Leslie's friends often watch her tournaments.

Relationship With Mother

Leslie described her mother as a fairly warm person who is easy to get to know. She further commented, "She is helpful in any way she can be." Leslie feels they have grown closer over the past couple of years as they can talk more on a similar level and understand each others feelings more. Leslie has been given the freedom to try various activities which interest her, but now that she is so busy with badminton she has little time for anything else.

Attitudes on Sex Specific Behavior and Interests

Leslie commented on certain basic differences she likes to see between the sexes. She feels boys should learn to be more considerate of other people and should dress neater. The other point she mentioned was that she does not like to see girls behaving in too rough or aggressive a manner. In regard to general interests and activities, Leslie suggested girls should be allowed to pursue whatever they wish. She felt girls can retain their femininity while participating in activities which are usually considered masculine in nature. However, Leslie does not consider domestic activities, such as cleaning and sewing, appropriate for boys. More specifically, in regard to sport, Leslie does not feel girls should be allowed to play on boys hockey or football teams as the game is too rough. Her exception to this

would be girls playing on an all girls team merely for fun. In addition to these two sports Leslie does not like to see girls or boys in boxing or wrestling. Leslie feels competitive sport is a wothwhile experience for anyone. Even though Leslie feels a good education is more important than any other extracurricular activities, she feels most people can handle both if they want it enough. Leslie is in favor of persons specializing in one particular sport as long as they have had the opportunity to try other sports and know that this is what they really want. Further Leslie feels girls are capable of training as hard as boys in endurance tasks but not strength. Leslie suggested several benefits as a result of her participating in competative sport. It is a good way of keeping physically fit, meeting new people and a chance to travel. She also feels the experience of competition helps one prepare for later life and may increase a persons self-confidence.

Daughter's Sporting Interests and Activities

Leslie enjoys various sports, but badminton is her favorite. She practices six or seven times per week from September to April. During the season Leslie enters an average of about fourteen tournaments. Leslie plays in the singles, doubles, and mixed events, and often makes the semi-finals or finals. A couple of her more outstanding achievements were: winning the Junior Provincial Doubles last year, winning the Junior Canadian High School Girls Pepsi Singles and Doubles events, and being selected to the Alberta Commonwealth Games badminton

team that toured Europe for a few weeks last summer. Badminton is the only sport Leslie competes in. However, she used to swim competitively for a couple of years which she started when she was eleven. In addition to this Leslie has played on her school volleyball team for the past couple of years. This often involved about three practices and a game a week. The season ran from the end of September to November. In addition to this, Leslie occasionally enjoys such sports as skating, swimming, bowling, and tennis merely for her own enjoyment.

Mother's Sporting Interests and Activities

Leslie briefly outlined her mother's sporting interests and activities. Mrs. McDonald plays badminton about three times each week in the club ladders. She also curls a couple of times a week in a club league. She used to curl in a league with her husband but he no longer curls. In the summer Mrs. McDonald golfs three or four times a week in summer and enters the occasional tournament. Mrs. McDonald seldom does any physical activity with Leslie as her daughter is too busy with her own interests. However, she golfs with her husband once or twice a week and during the winter usually manages to get out once a week to play badminton with him.

Sibling Influences

Leslie and her younger brother are both involved in the sport of badminton and occasionally play it together. He encourages Leslie in her badminton by discussing her matches and watching her play in various tournaments. Similarly, she encourages him to try various sports, such as hockey, football, and swimming, rather than to stick to one specific sport.

Significant Changes Since Daughter's Elementary Years

Leslie has been involved in some type of competitive sport since about grade four or five. At that time she participated in both badminton and swimming. It has only been since junior high that Leslie has played much sport outside their club. She started playing volleyball on the school team in grade nine. In addition to this sport Leslie also plays badminton on the school team. Mrs. McDonald follows Leslie's badminton tournaments quite closely now that Leslie has experienced various successes in this sport. Leslie commented that since she has reached this level of proficiency in badminton both her parents are more encouraging, yet at the same time expect a lot more. Leslie added, "Mom expects too much, and is often disappointed if I don't do as well as she thinks I should have." Over the past few years Leslie feels her parents, particularly her mother, have become less active in their own sporting interests but more avid spectators in regard to Leslie's sporting activities. Similarly,

her younger brother is also taking a bigger interest in Leslie's sporting activities now that he has developed an interest in badminton. In regard to Leslie's friends she commented, "Most of them have always been involved in some type of sport. That may be the reason why I've kept so involved."

V. A. MRS. MCILVEEN

Appearance

Mrs. McIlveen is five feet two inches tall and average weight for her height. She has a fair complexion and reddish-brown hair worn fairly short and curly. At the time of the interview she was wearing dress pants and a sweater.

Background Information

Mrs. McIlveen was born in Regina, Saskatchewan. She was the only child in the family. Her father was a plant supervisor and her mother did not work at a formal job outside the house. Her education included grade twelve and she married at the age of twenty-five. She now has an eighteen year old son and a sixteen year old daughter. Mrs. McIlveen is forty-seven years old.

Work History

After graduating from high school, Mrs. McIlveen worked as a

telephone operator for eight years. She has not had a formal job since.

Mother-Daughter Interaction

In regard to personality, Mrs. McIlveen and Carol are not really that similar. Carol is more quiet and prefers to be on her own more. She does not show her emotions openly, whereas Mrs. McIlveen does. However, Mrs. McIlveen finds her easy to get along with as they are both not very moody. Mrs. McIlveen suggested that Carol may be a more competitive person than herself, particularly in regard to sport. She stated, "Carol tries hard whereas I fool around more as I know I'm not going to go anywhere in sport because of my age, so I just like to have fun. Mrs. McIlveen did not really become involved in sport until she married as a result of her husband's great love for sports. Carol, on the other hand, has been exposed to sport since she was little.

Mrs. McIlveen and Carol spend quite a bit of time together. Their similar activities, other than sports, include sewing and shopping. They do not really do many sports together as Carol does most of hers at school. She tried tennis and badminton but was not really too interested in them. However, they do enjoy hiking, camping and biking together. The whole family used to curl together occasionally. As an elementary student Mrs. McIlveen exposed Carol to various lessons in figure skating, gymnastics, ballet, swimming and guitar. She encouraged Carol to try different sports but never forced her into any.

Carol was average at most and could take or leave them. Mrs. McIlveen let her decide for herself what she wanted to try, and never had to discourage any of her interests. When asked whether either her of her husband influence Carol's sporting interests, Mrs. McIlveen replied, "I think I do but her father doesn't. I can change her mind but he can't." It is Mrs. McIlveen she comes to for advice. Both Mr. and Mrs. McIlveen have tried to get Carol interested in tennis and badminton. Mr. McKenzie is quite involved in his son's sporting interests, and as a result Mrs. McKenzie feels Carol may avoid any sporting interests that they participate in as she does not like to feel pushed or feel like she is competing against her brother for her father's attention. Although most of Mr. McIlveen's sporting activities are done with his son, he does curl in a league with his wife. His sporting interests include curling, tennis, badminton, squash, racketball and golf. He usually manages some type of physical activity every day. Mr. McIlveen enjoys watching nearly all sport on television, and live sports that the family is involved in. He also follows the sports in the newspaper. Carol's friends also have little influence on her as she usually does what she wants to do and does not really need people around to have a good time. Mrs. McIlveen suggested that because Carol is shy with strangers most of her sporting interests are centered at her school as she knows most of the people in her grade. Carol's two closest friends however, are not involved in the same activities as Carol.

Relationship With Daughter

Mrs. McIlveen described her relationship with Carol as, "very good, very close." Carol confides in her mother often; much more than in her father. Mrs. McIlveen has been fairly strict with Carol's upbringing in that she wants to know where she is if she goes out at night and she must be in by a certain time. However, she has always been given the freedom to try any activities which interest her. Mrs. McIlveen enjoys having enough free time to do as much sport as she wants and is quite happy with the way she spends her day.

Attitudes on Sex Specific Behavior and Interests

Basically Mrs. McIlveen felt boys and girls should behave in a similar manner. The only difference was that boys should be given a bit more independence. As far as general interests go, she felt that both sexes should be allowed to try whatever interests them. However, in regard to sport, she felt girls should not be allowed to play contact sports either on a girl's or a boy's team. She mentioned that, "boys and girls are not built to do the same things and girls would probably get hurt in such sports." Mrs. McIlveen feels that competition in sport is good for anyone, although a young child should not be limited to just one sport, as there are more disadvantages than advantages involved. Once the child is about sixteen or seventeen they are ready to decide for themselves if they wish to specialize. Further, she felt that girls should train as hard as boys as long as their program

is supervised. In fact, she mentioned that, "girls are probably more willing to work harder."

Mother's Sporting Interests and Activities

Mrs. McIlveen enjoys various sports. She curls twice a week in leagues and usually goes in two or three bonspiels each year. Occasionally she goes bowling or skating. In the summer she enjoys biking and plays tennis about once a week. She used to go in tennis tournaments and used to play badminton, but feels she is too old now to keep it up. As previously mentioned, the only sports Mrs. McIlveen and Carol do together are biking, hiking, camping and occasionally curling. Both Mrs. McIlveen and her husband like to watch just about any sport on television, whereas in regard to live sport they watch mainly the sports their family is involved in and some hockey. Although Mrs. McIlveen does not follow the sports in the newspaper, Mr. McIlveen does and informs her about what is happening. As mentioned Mr. and Mrs. McIlveen curl in a league together. Mr. McIlveen also plays tennis, badminton, squash, racketball, golf and help with some sporting administration. He spends more time doing sports with his son than with his wife or daughter.

Daughter's Sporting Interests and Activities

During Carol's elementary years she was so shy she did not participate in much at school. It was not until Junior High School

that a teacher got her interested and involved in sport. She now plays on her school volleyball and basketball teams, and has a practice or a game nearly every week night. She is also a member of the Olympic Track Club and practices three times a week, except when her legs bother her. Other than these sports she tries various activities in her physical education classes. Carol watches little sport on television except maybe some tennis. In regard to live sport she watches some of her school's teams games. She also reads a few articles in the newspaper on the sports she is interested in. Mrs. McIlveen feels sport is good for girls in that it enables them to make new friends, meet others with similar interests, makes them more interesting, and helps develop a healthy body. In general, Mrs. McIlveen felt that sport comes second to an education and is then ranked according to each persons own interests.

Sibling Influences

Mrs. McIlveen suggested that her two children have little influence on each other. They do not do any sports together although they do have similar interests in curling and hiking. Mrs. McIlveen felt that Carol may be inhibited about trying the same sports as her brother, in particular racket sports, as he is so good at them.

Significant Changes Since Daughter's Elementary Years

A major change since Carol's elementary days has been her interest in sport. As an elementary student Carol took lessons in various sports but did not care greatly for any. In junior high one of her teachers got her interested in team sports such as volleyball, basketball and track and field. Although Mr. and Mrs. McIlveen have always encouraged her to take part in various sports, Carol has always been quite independent and followed her own interests. As Carol's sporting interests have increased, Mrs. McIlveen's have decreased due to age. However, she still participates in some sports and maintains an interest in the rest of her family's sporting activities. Despite the fact that Carol and her brother used to spend more time together when younger they never really influenced each others sporting activities. Carol never really wanted to do the sports he did and now has her own interests..

B. CAROL

Appearance

Carol is the same height as her mother, five feet two inches tall, and is of a fairly slender build. She has a fair complexion and shoulder-length curly blonde hair. Carol was dressed in blue corduroy pants, blue shirt, and a multi-coloured vest.

Mother-Daughter Interaction

Carol suggested a few personality characteristics she felt she had in common with her mother. First, Carol felt they are both fairly easy going, even tempered, and share quite a happy nature. Carol suggested her mother is probably more outgoing, while she is moodier and holds grudges more so than her mother. Neither of them show their emotions very openly. Carol suggested that both her and her mother have a fairly competitive nature and try to do as well as they can in most of their activities.

Other than sports, Carol and Mrs. McIlveen share few interests. They both grow plants. Carol is also interested in music. Neither of the two are greatly interested in domestic activities. Despite the fact that Carol and her mother are both quite involved in sports, they only share a similar interest in a couple of sports. They both enjoy curling and swimming, but only occasionally do they do them together. However, in the summer they go biking together, and the whole family usually goes camping for a couple of weeks.

As previously mentioned Mrs. McIlveen enrolled Carol in various lessons such as figure skating, gymnastics, ballet, swimming, tennis, badminton and music. Carol enjoyed most of these lessons, except for tennis, but only continued in them until she felt proficient and then she usually wanted to try something new. Mrs. McIlveen has always encouraged Carol to try the sports the rest of the family are involved in, such as tennis, curling, and badminton. This is typified by Mrs. McIlveen's comments, "Come play tennis. You should try it, you'll like

it." Carol mentioned that she, "didn't usually like being forced into the sports the rest of the family were involved in." Upon entering Junior High School, Carol became interested in sports that the rest of the family were not interested in. She now plays volleyball and is keen on track and field. Carol felt she enjoys these sports because she was not pushed into them and will not be compared with her brother as he is not involved in these sports. Once Carol becomes interested in a sport she needs little encouragement to continue in it. Although her parents would like to see Carol try tennis, badminton, or curling they are glad she is in some sport. Both her parents watch her volleyball tournaments, or track meets when they have time. However, they are concerned about Carol's involvement in track and field as it is giving her health problems with her legs. Carol is pleased that her mother takes an interest in her sporting activities, but resents her father's interest as they do not get along very well. She stated that, "Dad is always trying to teach me how to do something even if I already know how, whereas mom is just interested in what I'm doing." The only person in the family that Carol does any sports activity with is her mother. In regard to her friends influence on her sporting interests, Carol mentioned that although she likes to do things with her friends, if she really wants to try a certain activity she will whether or not her friends are interested. However, most of her sporting activities, except track and field, are done at school and with her school friends.

Relationship With Mother

Carol and Mrs. McIlveen share a close relationship as a result of their ability to communicate with each other. Carol mentioned that, "there is nothing I really like to hold back from mom." Although neither Carol nor her mother show their feelings very freely, Carol finds her mother quite understanding and sympathetic to her problems. Mrs. McIlveen was fairly lenient with Carol's upbringing although quite strict about matters such as drinking and curfews. Her discipline was shared by both parents. Carol mentioned that she does not get along with her father very well and as a result spends more time with her mother. Mrs. McIlveen is happy with her relationship with Carol and with her own activities. She usually finds time to pursue her various interests.

Attitudes on Sex Specific Behavior and Interests

The only behavior difference between the sexes that Carol sees is that boys are rougher. She felt there should be few differences and that it is important for everyone to have basic good manners and a set of worthwhile goals in life. As far as general interests go, Carol suggested that both sexes should be allowed to try whatever interests them. However, in regard to sport, she mentioned that girls should not be allowed to play on boys football or hockey teams in an organized league as it slows the boys game down. In addition to these two sports she would not like to see girls in boxing or

wrestling. However, she felt it is fine for girls to try the first two contact sports mentioned, on mixed teams, if they adapt the rules and play for fun, or play on all girls teams. Carol mentioned that she, "would have no desire to play these sports in an organized league for girls, but may just for fun." Carol stated that she is in favor of girls participating in competitive sports. However, she felt that girls can not train as hard as boys as they are more fragile. She mentioned that, "girls don't usually train as hard as boys because they don't really want to." Also, "boys are expected to train harder, so girls usually get off easier." In regard to specializing in one particular sport, Carol felt it was fine if that was really what the individual wanted, but felt it was best to try various sports when young and then decide if you want to specialize.

Daughter's Sporting Interests and Activities

Although Carol enjoys many sports there are three in which she takes more than just a casual interest. From September to December she played on her school volleyball team and either practices or had a game every week day. At present, Carol is practicing twice a week with the school gymnastics club in order to prepare for their year end competition. Carol was a member of the Edmonton Gym Club in grade seven and eight but at that time never entered any gymnastics competitions. Her first gymnastics meet was last year with her school team. It has only been over the past year that Carol has become quite involved in track and field. During this time she entered various city

track meets as a member of the Edmonton Olympic Club. However, she may have to give up track as she has not been able to train lately because of the pain in her legs when she runs. Although she has seen several doctors about the problem they have not been able to help her. In addition to these sports Carol enjoys her various activities in her physical education option class. Outside of class she occasionally curls, bikes, swims, golfs, and goes camping for a couple of weeks in the summer. Like her mother, Carol is quite competitive in that she likes to win or do as well as possible. Although Mrs. McIlveen encourages Carol to try the various sports she is involved in, Carol sticks to her own interests. Not only does Carol enjoy participating in sports, but she also watches various sports. She follows some track, gymnastics, hockey, football, and programs on Wide World of Sports on televison. Her live spectator interests revolve around her various school teams. Carol does not follow sports in the newspaper very closely. Carol's parents watch just about any sport on television and enjoy live hockey and various major sporting events. Mr. McIlveen follows sports in the newspaper but Mrs. McIlveen does not. Carol suggested various benefits of her involvement in sports, such as keeping in shape, meeting people, and as a means of releasing nervous tension. Although Carol feels schooling should come before athletics, she also felt it is important for everyone to participate in some form of physical activity in addition to any other interests they may have.

Mother's Sporting Interests and Activities

As previously mentioned Mrs. McIlveen's major sporting interest is curling. She curls twice a week in leagues and usually goes in two or three bonspiels each year. She takes her curling quite seriously and likes to win, yet at the same time enjoys it. Mrs. McIlveen used to play badminton and tennis quite often but mentioned that she is, "too old for it now". However, she occasionally goes bowling or skating, plays the odd game of tennis, and in summer enjoys activities such as biking and camping. In addition she enjoys watching most sports on television with her husband, live hockey and other major sporting events.

Sibling Influences

Carol's older brother influences her sporting activities and interests in more of a negative manner than a positive one. She mentioned, "I don't like to do the same sports as my brother because he is so good in them and I don't like being compared." The two of them have never really done any sports together except played a little scrub baseball and other games when younger. Occasionally Carol has gone with the rest of the family to watch his curling, badminton, or tennis matches. He seldom takes an interest in Carol's activities. She mentioned, "I don't care if he does or doesn't as it would probably embarrass me."

Significant Changes Since Daughter's Elementary Years

One of the major changes Carol can see since her elementary days is that she is now much more independent. She now participates in the activities she wants to rather than the activities her parents want her to. Carol may have liked sports such as tennis, badminton, and curling if her parents, especially her father, had not tried to push her into them. She stated, "I rebel when forced into something whether I like it or not." Carol gets along well with her mother and has always been closer to her than to anyone else in the family. As an elementary student, Carol felt girls should be allowed in whatever sport they wanted to try, whereas she now feels girls should not try most contact sports because of the risk of injuries. Carol, up until about grade nine, considered herself a bit of a tomboy, as she never really cared for domestic activities and "liked roughing around". She now feels she is not really a tomboy, although not extremely feminine. This is a result of a change in attitude more than behavior. Although Carol has always felt people should be allowed to try sports if they want to, she has begun to feel that everyone should try some form of physical activity. Carol's sporting activities over the past few years have come to reflect her own interests more than her family's interests. Mrs. McIlveen has remained quite active in curling over the past years, but has given up badminton, and only plays tennis occasionally. Carol suggested that her brother may have been more of a negative influence on her sporting interests during her elementary years than now. She has reached the point where she might try activities

that he suggests are fun as long as it is not one of the sports he really excels at, such as tennis or curling. He also used to be quite good at badminton but has not played much lately. When Carol was younger, she tried to completely avoid all sports that her brother was involved in. Over the last few years Carol has tried to independently form her own interests.

VI. A. MRS. MARKS

Appearance

Mrs. Marks is five feet one and a half inches tall and has a slender build. She has a medium complexion and short curly blonde-brown hair. At the time of the interview she was wearing beige dress pants and sweater vest with a brown shirt.

Background Information

Mrs. Marks was born in Winnipeg, Manitoba. Her father worked for the Canadian National Railway, and her mother was a registered nurse. Mrs. Marks had no brothers or sisters. After completing a Bachelor of Science degree in Home Economics, she married at the age of twenty three. Her husband is at present a caterer. At the present age of forty-two, Mrs. Marks has a seventeen and an eight year old son, and a fifteen year old daughter.

Work History

The only time Mrs. Mark's has held a paying job was for a period of four years when she was skating with the Ice Capades. During this time she was also going to University. Mrs. Marks previous skating training was paid for by a private patron and part of her University expenses were covered by a scholarship she won for good grades.

Mother-Daughter Interaction

Mrs. Marks suggested several similar behavior characteristics between herself and Kelly. They are both quite active and like to get things done quickly, although they enjoy "fussing around the house." Mrs. Marks and Tracy have a similar temperament in that they anger quickly, but also get over it quickly. They are both fairly easy going yet value their privacy. Mrs. Marks felt that she has a much more competitive nature than Kelly. This may have been due to the fact that Mrs. Marks was forced to be quite competitive at an early age in order to keep her sponsor for skating and get high enough marks at school for a scholarship. She mentioned, "I was used to fighting for the top, whereas Kelly has never really had any real goal to achieve." Kelly goes into competition more for the companionship rather than for the sake of winning. Mrs. Marks felt Kelly's lack of drive may be partially attributed to the fact that she never wanted Kelly to experience the same pressures she felt at that age so was

inconsistent in encouraging Kelly in her various activities. She stated, "One minute I would let her slack off and the next pounce back on her."

In regard to similar interests, other than sports, both Mrs. Marks and Kelly like animals and enjoy piano. Kelly is presently taking her grade eight in piano. Mrs. Marks mentioned this is at her urging. Kelly and her mother share an interest in figure skating, badminton, baseball, and cross-country skiing, but only occasionally do they do them together. When Kelly was skating Mrs. Marks used to spend several hours out on the ice helping her. Both Mrs. and Mrs. Marks were eager for Kelly to participate in figure skating, and encouraged her from an early age. Similarly it was Mrs. Marks who enrolled Kelly in badminton lessons, as it was a game she really enjoyed. Mr. Marks has always been pleased to see Kelly participate in just about any sport as long as she puts in a total effort. This also applies to school. Kelly and her dad share an interest in cross-country skiing, which occasionally they do together. Mr. Marks has recently resumed his interest and participation in badminton, and last year he took up golf. Although Mr. Marks is becoming more active in sport he is not an avid spectator. He occasionally watches some of the hockey play-offs on television and other major sporting events, but is more of a music buff. He enjoys watching live figure skating and gymnastics, but seldom follows the sports page in the newspaper. Over the years he has helped drive Kelly to her various sporting activities and watched her participate when he had the time. He loves

watching figure skating and encouraged Kelly to settle down and work really hard at her skating or just skate recreationally. This was partly due to the high expense involved for figure skating lessons. Both Mrs. and Mrs. Marks watch some of Kelly's baseball games. She has been playing on a community league team for the past four years. Mrs. Marks usually goes to quite a few games as she helps score. Both Kelly's parents have encouraged her to participate in sports as this leaves her less time to get into trouble. Mrs. Marks suggested that Kelly's friends have been most influential on her social activities. She further remarked, "Kelly is quite hyper and would do almost anything on a dare." Kelly's friends may have been slightly jealous of the time she spent on her skating and may have partially influenced her to give it up. Mrs. Marks commented, "Any sport costing a fair bit of money often results in children being ostracized." Kelly is now involved in badminton which is more socially acceptable with her friends than figure skating was. It was also Kelly's friends that got her interested in skiing.

Relationship With Daughter

Mrs. Marks felt her relationship with Kelly is generally pretty good. She mentioned that they have conflicts over the usual adolescent issues such as curfews and smoking. Kelly has usually been allowed to try whatever sporting activity she was interested in as this usually kept her busy and out of trouble. Mrs. Marks commented, "Kelly will be given more independence when she learns to handle the end results."

Both Kelly and her mother enjoy a few similar sporting activities yet retain various interests of their own. Mrs. Marks helps coach baseball and judges figure skating, in addition to helping with the administration of figure skating, and actively participating in badminton and occasionally cross-country skiing. She enjoys being busy, yet commented, "I often wish I had time to just sit and read a book."

Attitudes on Sex Specific Behavior and Interests

In regard to sex specific behavior and interests, Mrs. Marks felt there should be no real major differences between the sexes either in behavior or in the type of interests they pursue. A person should be given the freedom to act in whatever manner they choose as long as it does not harm anyone else. However, Mrs. Marks set some restrictions on girls' participation in sports. She mentioned that she would not like to see girls playing on either a boys or a girls football team. She thought, if the game was modified to touch football, it would be okay for girls to play with boys for fun. In regard to hockey and soccer Mrs. Marks stated "Obviously girls won't be on boys teams unless then are exceptional and can cut it." She felt an all girls team in these sports would be fine. Mrs. Marks is highly in favor of competitive sports for girls and feels that girls are capable of training as hard as boys both physically and mentally. She suggested that it is fine for a person to specialize in one particular sport if that person has the ability to excel. However, a child

should be given the chance to try various sports and then decide if they want to narrow the field to one.

Mother's Sporting Interests and Activities

As previously mentioned Mrs. Marks participates in two sports. She plays badminton four times per week, once in a ladder. She enters club tournaments and the odd city badminton tournament. Occasionally she cross-country skis on week-ends. In addition to this she has been involved in judging skating about four hours a week in winter and helps coach Kelly's baseball team in summer. Mrs. Marks is also on the committee for Skate Canada 1975. Both Mrs. Marks and Kelly are busy with their own sporting activities and as a result seldom have time to do any together. Mrs. Marks enjoys watching various sports on television such as: skating, gymnastics, hockey finals, badminton, equestrian, surfing, swimming, diving and other major events on Wide World of Sports. She also likes to watch these plus basketball live and also reads the sports pages in the newspaper. Mrs. Marks joins her husband in playing badminton and occasionally cross-country skiing.

Daughter's Sporting Interests and Activities

Kelly has tried various sports over the years. As a youngster Mrs. Marks enrolled her in skating and swimming lessons. At one time Kelly used to practice skating about ten hours a week. She entered

a couple of competitions each year and took various skating exams. Both Mr. and Mrs. Marks were eager for Kelly to skate, but let her quit as she was not willing to put in the effort it required. At present Kelly bowls in a league once a week, goes for a swimming lesson for her Bronze Medallion once a week and plays badminton a couple of times a week. Her badminton consists of both a ladder and practice sessions. Occasionally Kelly goes cross-country skiing. In the summer she plays tennis nearly every day and plays in a couple of ladders. She also plays baseball, practicing once a week and playing about two games each week. Kelly enjoys watching the same sports on television as her mother does. In addition to this she watches live figure skating and various school team sports. She also reads sports articles of interest in the newspaper. Mrs. Marks has always encouraged Kelly to participate in various sports, but whatever the activity to try as hard as possible to do well in it yet still have fun. Mrs. Marks suggested that, "participation in sports keeps a person physically fit and keeps the mind alert so you can make quick decisions." Although she feels an interest in sports is very important, "school still comes first, and then you can set your own priorities." However, she still feels it is essential for everyone to do some form of physical activity in addition to any other interests they may have.

Sibling Influences

Mrs. Marks suggested that Kelly's older brother, "is impressed with her natural athletic ability but annoyed with her for not achieving

what she is capable of, particularly in figure skating." Kelly and her brother do not do any sports together and Kelly does not really care if he takes an interest in her sporting activities or not. As far as Kelly's younger brother is concerned, although she has little influence on his sporting interests, she encourages him in his swimming and helps him in the deep water. His progress in swimming may have encouraged her to continue with her lessons.

Significant Changes Since Daughter's Elementary Years

Mrs. Marks and Kelly have shared some similar interest in sport since Kelly was an elementary student. They shared an interest in swimming as Mrs. Marks was determined that Kelly should learn to swim so she took her to lessons. Mrs. Marks wanted Kelly to learn to swim at an early age as she never had the chance herself to learn to swim when young and as a result is still afraid of the water. She also enrolled Kelly in figure skating at the age of six. These lessons continued for about one year and then Kelly quit. She started again when she was about ten years old. Mrs. Marks often helped coach Kelly as the instructor was not very willing to give extra help. Kelly gave up skating three years ago. This may have been due to a slightly negative attitude her friends had towards her skating. However, Mrs. Marks mentioned that now that Kelly's friends have more of their own interests they probably do not have as much influence on her as they used to. Kelly's relationship with her mother has changed over the years in that she is given more freedom and has grown more

independent. Also their relationship has changed from Kelly being dependent on Mrs. Marks for mothering to more of a friendship with similar adult interests. Mrs. Marks has always been fairly liberal in her attitudes towards girls involvement in sports as she used to play various sports when young and had many of the same interests as Kelly. Kelly's brothers had little influence on her as an elementary student, as her younger brother was too young to really be involved in sports, and her older brother, although they often played together, had no similar sporting interests or activities.

B. KELLY

Appearance

Kelly, at the age of fifteen is five feet one and a half inches tall and very slender. She has short, dark curly hair and a medium complexion. At the time of the interview Kelly was wearing brown corduroy pants and a white sweater with beads.

Mother-Daughter Interaction

Kelly suggested that she has several personality characteristics in common with her mother. First of all she felt they are both fairly easy going, yet like to be tidy and well organized. They have a similar sense of humor, and likewise a short temper which is quickly over. Kelly suggested that they both have a fairly competitive nature. Although they are also both fairly outgoing, Kelly feels her mother

is more open about expressing her emotions.

In addition to their similar personality characteristics, Kelly and Mrs. Marks share several similar interests other than sports. They both like animals, similar music, play the piano, and enjoy cooking. In regard to sport they both take an active interest in badminton, figure skating, and cross-country skiing. Mrs. Marks used to help Kelly with her skating but now that Kelly is no longer involved she helps more with the administration of the sport. Kelly and her mother occasionally play badminton together or go cross-country skiing. They both participate in badminton ladders and play with their own friends. Mrs. Marks initially encouraged Kelly to try swimming and figure skating by enrolling her in lessons. Kelly mentioned that, "Mom had to encourage me to continue in skating as I got to dislike it as I was so busy and it required so much time and effort." Mrs. Marks eventually let Kelly quit as the lessons were expensive and Kelly was busy with her grade eight piano. Both Kelly's parents encouraged her to work hard at her figure skating and watched her various competitions. Mrs. Marks usually had time to watch more often than her husband. In addition to this Mr. Marks also encouraged Kelly to try golf and cross-country skiing. Occasionally Kelly and her father play badminton or go cross-country skiing. However, Kelly felt that she does more activity with her mother than her father. Mr. Marks plays badminton about once a week in winter, cross-country skis occasionally, and goes driving golf balls about once a week. In summer he golfs nearly every day. Kelly mentioned that, although Mr. Marks does not

watch as much sport as Kelly or her mother, he watches football and some hockey, cross-country skiing and golf on television, plus live golf tournaments. Kelly mentioned that it was probably her mother who first interested her in badminton and figure skating, while her father got her interested in cross-country skiing, and her friends persuaded her to first join community league baseball. Kelly stated that she likes to have a friend along before she will join a new activity.

Relationship With Mother

Kelly described her relationship with her mother as, "generally quite close." She finds it easy to talk to her mother. Kelly often confides in her as she considers her mother an understanding person. She did however mention that both her parents are rather strict over curfews and have always made her work hard at whatever she was involved in.

Attitudes on Sex Specific Behavior and Interests

In describing basic differences in behavior between the sexes, Kelly felt girls should be more quiet than boys and should not act as rough. Also girls and boys should dress in a manner distinctive of their sex. In regard to general interests and activities, Kelly suggested she would not like to see girls involved in activities such as model building or collecting worms. More

specifically, in regard to sport Kelly does not feel girls should take part in either boxing or wrestling. In addition to this she suggested she would not like to see girls playing on boys hockey or football teams, but would be in favor of all girls teams in these sports or playing them with boys merely for fun. Her reason for not wishing to see girls playing on boys' hockey and football teams was that she felt girls would be likely to get injured and also would slow the game down for the boys. Generally speaking, Kelly was in favor of girls participating in competitive sports. She suggested that girls are capable of training as hard as boys, except maybe in the area of strength. Further, Kelly was in favor of girls specializing in a particular sport, at any age, if that was what they really wanted.

Daughter's Sporting Interests and Activities

Although Kelly is no longer involved in skating she is still quite active in other sports. Kelly started badminton last year and now plays a couple of times per week, both for fun and in a club ladder. During the winter Kelly also bowls once a week in a league at the Royal Glenora Club. At the present time she also goes once a week to her Bronze Medallion swimming lesson. Occasionally she goes cross-country skiing. In the summer Kelly plays tennis nearly every day and plays on a community league basketball team which practices once a week and plays a couple of games each week. In addition to Kelly's sporting activities she enjoys watching various sports on television. Similar to her mother she watches diving, skating,

badminton, and other major sports events on Wide World of Sports. In regard to live spectator sporting interests, Kelly mentioned both her and her mother enjoy watching diving, baseball, figure skating, badminton, tennis and gymnastics. Kelly also watches golf. Mrs. Marks encouraged Kelly at an early age to participate in sports by enrolling her in figure skating and swimming lessons. Both Mr. and Mrs. Marks encouraged Kelly to continue with her skating. They finally let her quit as she was busy with piano lessons and could not spend as much time practicing as is required to do well in skating. Kelly enjoys sports and feels she has gained much through her participation in them. Sports help keep a person physically fit and a good way to make new friends. Kelly also mentioned that, through sport, she has learned to control her temper more. Although Kelly feels getting good marks in school is more important than doing well in sports, she feels it is important for everyone to have some interests aside from school.

Mother's Sporting Interests and Activities

Kelly mentioned her mother's involvement in figure skating. When Kelly was training for skating her mother went out on the ice and helped coach her. Now that Kelly is no longer skating Mrs. Marks is more involved with the administration and judging of the sport. Mrs. Marks is active in badminton and plays at least a couple of times each week in ladders and for fun. In addition to this she occasionally

skates cross-country skis, or plays tennis in the summer. Kelly suggested that her mother has about the same spectator sporting interests as her. These were previously mentioned.

Siblings Influences

Kelly has both a younger and an older brother. She felt neither of them has had much of an influence on her sporting interests or activities. However, Kelly used to play badminton and occasionally ski with her older brother. She mentioned, "He helped talk me into starting badminton." He no longer plays badminton. Kelly also mentioned that when she was younger she used to watch his baseball games and always wanted to try it. Kelly felt she has no influence on her older brother and commented, "We don't get along well so don't do much together." Kelly's younger brother is eight years old and is just getting into sports. He has played some badminton and is now involved in figure skating, which Kelly felt may have been slightly due to her influence.

Significant Changes Since Daughter's Elementary Years

Kelly has liked sports since she was an elementary student, although most of her sporting interests have developed over the past five years. Her parents encouraged her at an early age to participate in sports, particularly figure skating. Mrs. Marks also enrolled Kelly in swimming lessons when she was little. Over the years Kelly

felt she has grown more independent and has developed new interests in addition to her interests shared by the rest of her family. Kelly mentioned that although her father always encouraged her to skate, it was her mother who helped her with practice sessions and watched her competitions regularly. Mrs. Marks was active in both skating and badminton when Kelly was small, whereas Mr. Marks has developed most of his sporting interests during the past few years. In regard to Kelly's relationship with her mother, Kelly feels they have grown further apart over the last couple of years. Mrs. Marks does not want Kelly to smoke or wear jeans so much. Kelly feels her mom is too restrictive, in this sense. Kelly considered herself a tomboy when younger and still does to a certain extent, as she likes working on her brother's car and dresses very informal. Kelly feels her opinions on what she considers acceptable behavior for girls may be a bit more liberal now than when she was younger. The only sports Kelly considers inappropriate for girls are contact sports with a high risk of injury. She is now in favor of girls playing baseball, whereas when Kelly was younger she did not feel girls should play baseball. Kelly further mentioned that even as an elementary student her brother had little influence on her sporting interests. She was only really involved in figure skating and neither of her brothers were really interested in this sport. The youngest brother was not really old enough at that time to take much of an interest at all in sports.

VII. A. MRS. MCKENZIE

Appearance

Mrs. McKenzie appeared to be about five feet five inches tall and fairly light weight. Her reddish complexion was highlighted by her fairly short curly red hair. Her manner of dress consisted of casual pants and a short sleeved pink sweater.

Background Information

Mrs. McKenzie was born in Winnipeg, Manitoba. She was raised in a family with two brothers. Her father was a signal supervisor for the Canadian National Railways while her mother stayed at home to look after the house and family. Mrs. McKenzie's education included grade twelve. She married at the age of twenty-two. At the present age of forty-four she has a fifteen year old daughter, and two sons, age five and nineteen.

Work History

Before her marriage, Mrs. McKenzie worked at the Royal Bank for four years and continued working, for two years after her marriage, at the Bank of Nova Scotia. She resigned her job upon becoming pregnant and has not gone back to work since.

Mother-Daughter Interaction

Mrs. McKenzie suggested various personality characteristics she felt she shared with Kathy. They both enjoy being involved with other people, although shy when meeting strangers. Likewise they are both quite open about showing their feelings or emotions. Both have a fairly even temper and are slow to explode. Such episodes are soon over and very quickly forgotten. Mrs. McKenzie felt Kathy may be more bubbly and easy going.

In regard to similar interests and activities they both enjoy such things as cooking and sewing. They also attend church most Sundays. More specifically, in regard to sport although they both belong to bowling and curling leagues, they do not participate together in the same ones. Occasionally the whole family bowls together for fun. Mrs. McKenzie suggested she encourages Kathy in various interests such as sports, social and church groups. She often suggests various activities she feels Kathy might enjoy. Upon entering high school both Mr. and Mrs. McKenzie encouraged Kathy to get involved in various activities. Mrs. McKenzie stressed she is, "amazed at the things Kathy's getting into. She's almost too busy now." Mr. McKenzie particularly stressed Kathy becoming involved in various school activities in addition to her bowling and curling. Mrs. McKenzie could not remember ever having to discourage any of Kathy's interests or activities, but mentioned that Mr. McKenzie is trying to discourage her from becoming too involved with a church group called Edmonton Girls Council. It was suggested that Kathy

no longer needs the encouragement as much as she used to in order to try new interests or activities. Once she has started a certain activity she is quite persistent and usually needs little encouragement to continue it. When asked to comment on the influence of Kathy's close friends on her Mrs. McKenzie said, "Kathy expects a lot from friends and is often disappointed if they don't live up to her expectations." Kathy is most easily persuaded by friends when it comes to trying new activities as she is shy about meeting strangers. One of Kathy's friends has talked her into taking skiing lessons with her this winter. As previously mentioned Mr. McKenzie really encouraged Kathy to get involved in various activities now that she is in high school. Mrs. McKenzie felt that both her and her husband influence Kathy. Although she encourages, talks and spends more time with Kathy, Mrs. McKenzie felt Kathy tries to do well in everything she tries so her father will be proud of her.

Relationship With Daughter

In discussing her relationship with her daughter, Mrs. McKenzie stressed their closeness. In addition she felt they shared an easy-going, warm friendship as a result of frequent discussions they have had now that Kathy is older. These discussions have helped each understand the other better. Kathy has always been easy to get along with and as a result Mrs. McKenzie was quite lenient in her upbringing, in fact, "I was saying the other day I've never been very forceful." Kathy has usually been allowed to pursue her various interests and

activities although most of them have been at the suggestion of Mrs. McKenzie. Now that the children are getting older, Mrs. McKenzie is able to get out and do the things she is interested in. She curls once a week and bowls in two different leagues. She mentioned that she is a bit tied down with the five year old boy, but once he starts school she would like to do some volunteer work at a hospital.

Attitudes on Sex Specific Behavior and Interests

In regard to sex specific behavior, Mrs. McKenzie felt girls and boys should differ quite a bit. She suggested girls should be gentle, sweet, not aggressive, easier going than boys and show their emotions more. However, she felt it was fine for the two sexes to enjoy the same interests except for sports. She felt girls should not participate in the rougher sports such as football, hockey, boxing and wrestling, either on boys' or all girl teams. Mrs. McKenzie mentioned however that, "Kathy would defend anyone who was interested enough in these sports to want to try them." As far as competition in sport, Mrs. McKenzie feels it is great for girls. She mentioned, "there is not enough competition in life." She felt girls should train as hard as their sport requires in order to get the most out of it. However she suggested that girls are not as physically capable of training as hard as boys. Although she can see top athletes devoting a few years of their life to sport, to the exclusion of almost everything else, she would rather see her own children enjoying

a well rounded life.

Mother's Sporting Interests and Activities

As previously mentioned Mrs. McKenzie bowls in two different leagues, one with her husband, and curls in a league at the Royal Glenora Club. About once a year she enters a bowling tournament. Other than this she does little sport. Although Mrs. McKenzie participates in these two sports for the enjoyment of it, she takes the games quite seriously and considers herself very competitive. The only real sporting activity Mr. McKenzie participates in is, as mentioned above, a bowling league. He also encourages Kathy to bowl and curl. Mrs. McKenzie felt her husband would not like to see Kathy spend too much time on one sport. When Kathy was twelve she trained for competitive swimming during the summer. Mr. McKenzie was not too keen on this. He would rather see her try a lot of different activities rather than concentrate on one in particular. Mrs. McKenzie would not mind so much Kathy specializing in one if she really wanted to and had the necessary ability to become successful in it. She would not have minded Kathy continuing her swimming but Mrs. McKenzie had to drive her to early morning practices and did not like getting up so early. This was the main reason Kathy quit. Both Mr. and Mrs. McKenzie enjoy watching football on television and various major sporting events. Mrs. McKenzie in particular enjoys watching curling. They both watch some live baseball and football.

Also Mrs. McKenzie reads the sports section of the Edmonton Journal whereas her husband does not.

Daughter's Sporting Interests and Activities

In addition to Kathy curling on her school's team and bowling once a week in a league at the Royal Glenora Club, she also enjoys swimming, water skiing, and golf just for fun during the summer months. As previously mentioned Kathy tried competitive swimming for one summer when she was twelve but gave it up as her mom did not like getting up to drive her to early morning practices. In addition to Kathy's participation in sport, she enjoys watching sports on television; in particular football, baseball, and Wide World of Sports. The only live sport she watches are a few school football, volleyball and basketball games. Kathy does not follow the sports in the newspaper. Mrs. McKenzie felt sports are beneficial to girls all ages as they promote new friendships and good health. She commented, "an active body is an active mind." She also mentioned the satisfaction of improvement and thrill of competition. Although Mrs. McKenzie felt sport was important she stressed it was no more important than any other activity. "It depends on what they are interested in." She did feel that school should come before any outside interests.

Sibling Influences

The youngest child in the family is only five years old so has

few sporting interests and activities and for this reason has no influence on Kathy and vice versa. In opposition to this the nineteen year old boy has a fairly great influence on Kathy. Mrs. McKenzie felt this influence was quite general in that Kathy tries to do well in everything she tries so he will be proud of her. His reaction to her efforts is quite important. "He can hurt her so easily just by not paying attention to her." Although they do not participate in any sports together they share a common interest in bowling and curling. They started bowling at the same time and Ken has just started curling this year with friends of his. Rather than acquiring these interests from each other, Mrs. McKenzie felt it may have been both her and her husband's encouragement which got them started in these activities. Kathy must work harder to attain the same level of achievement as Ken as he has more natural ability. Kathy tries to do as well as Ken in her sporting activities. Ken is a bit of a perfectionist, and as Kathy is a better swimmer and water skier than him, he will not participate in these activities when she is around.

Significant Changes Since Daughter's Elementary Years

In discussing significant changes since Kathy's elementary days, Mrs. McKenzie mentioned only a few. When younger, Kathy had little interest in domestic activities. The only major interests they shared were church activities and they both participated in separate bowling leagues. In terms of their relationship Mrs. McKenzie felt it has grown closer over the years as they now have more

in common. They now have a two way friendship rather than Kathy being dependent on Mrs. McKenzie for mothering. Mrs. McKenzie mentioned that she is probably busier now than when Kathy was younger. She used to spend more time at home but now she is busy with more interests outside the home. She also spends a fair bit of time driving John to playschool and Kathy to her various activities. Mrs. McKenzie's sporting interests have remained fairly constant over the years. Both her and her husband tried badminton for fun but seldom play it now. She suggested that although Kathy and her brother Ken do not play or spend much time together now as before he has always had a big influence on her. She still takes a great interest in his life whereas he is busier with his own interests and friends.

B. KATHY

Appearance

Kathy, at the age of fifteen, is five feet four inches tall and of average weight for her medium frame. She has short dark, wavy hair and a light complexion with a sprinkling of freckles. Her manner of dress was a casual pair of corduroy slacks and a sweater.

Mother-Daughter Interaction

Kathy and Mrs. McKenzie share certain similar personality characteristics. They are both shy in strange situations although usually fairly easy going. If they get upset it is most often over

major issues not minor little details and their annoyance is quickly forgotten. Both enjoy family discussions and show their emotions quite openly.

In regard to similar general interests both mother and daughter enjoy such things as cooking, knitting, and crafts. The only sports they share an interest in are curling and bowling although they only participate in them together occasionally. Kathy suggested she does not really need much encouragement to try things on her own although she does often try the activities her mother suggests she might like. It was Mrs. McKenzie who encouraged Kathy to cook and sew. She also encouraged her to begin bowling and curling as both her and her husband participate in these two sports. Kathy mentioned that she saw that her mother enjoyed these sports and so she wanted to try them. She feels her mother would like to see her try some new sports, in particular badminton. The only interests Kathy could think of which her parents have tried to discourage are drinking, smoking, drugs, and a certain church group she belongs to as they feel many of the members are religious fanatics. As a result of her parents negative feelings towards this group, and some of her own, Kathy feels she may quit. Kathy feels her father also influences her sporting interests. He enjoys swimming, whereas Mrs. McKenzie does not, and helped Kathy learn to swim. As a result of her swimming she has developed an interest in water skiing. Mr. McKenzie also enjoys bowling and participates in a league with his wife. He encourages Kathy to be more outgoing and try various activities

besides just bowling and curling. Kathy's best friends do not really care that much for sport but that has not stopped her from participating in the sports she is interested in. Many of her friends she has met as a result of her sporting activities.

Relationship With Mother

Kathy feels she has a very warm, close relationship with her mother. She further described her mother as understanding and sympathetic. As a result of their frequent discussions Kathy also considers her mother a good friend. She commented about her mother, "she gives me the answers to many of my questions and draws me closer." Mrs. McKenzie has always given Kathy a fair amount of freedom to pursue whatever interests her. Mr. McKenzie was stricter in regard to discipline than his wife and Kathy would go to her mother for sympathy or to ask permission to do things. Although Mrs. McKenzie is quite busy, she usually finds time to do the things she wants to do. In between her housework and taking her five year old son to playschool she manages her shopping, social visits, bowling and curling. She takes the five year old with her when she bowls in a morning league. One night a week she bowls with her husband in a league and curls in a league in the winter. Kathy mentioned that her mother would like to do volunteer work at a hospital but does not have the time right now as she still has the little boy at home. However, she is very happy with her interests at the present and will probably do some volunteer work when the youngest goes to school.

Attitudes on Sex Specific Behavior and Interests

First, in regard to behavior differences between the sexes, Kathy felt boys and girls should basically act the same. However, she stated that "girls should be proud to be a girl," and would not like to see them drinking or smoking. As far as general activities go, Kathy felt it was fine for both girls and boys to try whatever interests them. Her exception was that girls should not try any rough contact sports such as boxing, wrestling, hockey, or football either in a boys' or girls' league. Kathy's reason for this was that the sports are too rough and the girls may get hurt. She felt it was fine though for girls to play modified versions of these games with the boys just for fun. Kathy's view on competition for girls and boys was quite similar. Both should be allowed to compete as much as they want to and are capable of, and should be willing to train as hard as the sport requires. At first she stated that, "girls would have to train as hard as boys if playing against them, but not as hard if playing against girls." She mentioned always being aware of two sets of standards at school. For example, in physical education their standards set for boys and girls on fitness tests. Kathy then stated that, "we take it for granted that boys should do more than girls, but when you think about it girls should train as hard as boys even if they are only playing girls." She felt the amount of physical stress a person can withstand depends more on their motivation than their sex although there probably will be certain exercises or drills which may be too tough for girls.

Daughter's Sporting Interests and Activities

Kathy curls in her school's league once a week, and also bowls in a league once a week at the Royal Glenora Club. During the summer she swims a couple of times a week and water-skis some weekends. In the winter she occasionally skates, and hopes to try skiing this year. Kathy tries most sports in her physical education class. Most of her activities are mainly for fun except for bowling and curling. She strives to do as well as possible in these two sports as she considers herself fairly competitive and, "likes to be tops". Kathy has been fairly successful at bowling and has been on several winning teams since she started the sport in grade five. She also bowls occasionally with her family merely for fun. Seeing as the whole family bowls in a league they take an avid interest in how each other does. As Mrs. McKenzie mentioned, Kathy enjoys watching sports on television; in particular football, baseball, and "Wide World of Sports". She also watches her various school teams when she has time. She does not follow the sports pages in the newspaper. Kathy feels participation in sport is important for the following reasons: it often builds self-confidence, this is a way of meeting new people, one learns to handle competitive situations, and it helps one to keep in good shape. The importance of sport in a person's life depends on their own personal interests, but school comes first.

Mother's Sporting Interests and Activities

Kathy mentioned that her mother bowls twice a week in two

different leagues. She bowls with her husband in one of the leagues. She also curls in a league once a week. Last year both Mr. and Mrs. McKenzie played badminton occasionally but are too busy this year. Mrs. McKenzie enjoys watching major sporting events on television, in particular curling. She also watches some live baseball and football and follows the sports in the newspaper. Mrs. McKenzie takes an interest in all Kathy's sporting activities and would like to see her try various sports at school that she is not already involved in.

Sibling Influences

Kathy felt she has no influence on her brother's sporting interests as the one is too young to really take an interest in sports yet, and the older one has his own interests and friends. However, Kathy suggested that her older brother always influenced her in that she wanted to do as well as him in the sports they had in common such as baseball and bowling.

Significant Changes Since Daughter's Elementary Years

In regard to significant changes since her elementary days, Kathy mentioned that when younger the only real interest she had in common with her mother was a church group and bowling. Mrs. McKenzie and Kathy have always been close but as a result of their frequent discussions they have become even closer. Kathy feels she is really getting to know her mother as a person and friend. Kathy mentioned

that as a result of her frequent discussions with her mother, she is a lot happier. She stated of her mother, "she reasons more with me and explains things whereas dad just says I don't want you to do it." For these reasons, and also the fact that she spends more time with her mother, she feels her mother has more influence on her than her father. Kathy has always considered herself a bit of a tomboy and always felt girls should be allowed to play various sports with the boys unless they were too rough. As an elementary student Kathy spent more time playing with her older brother. However, she still takes an interest in his activities even though he is busy with his own friends now.

VIII. A. MRS. POTTER

Appearance

Mrs. Potter was five feet four inches tall and fairly light weight. Her complexion was fair and she wore her slightly greying brown hair, parted on the side and curled under, falling just below ear level. Her manner of dress was a casual green pant and sweater combination.

Background Information

Born in Cranbrook, British Columbia, Mrs. Potter was raised in a family with one brother and sister. Her father was an insurance adjuster, while her mother stayed at home to look after the house.

After completing grade twelve Mrs. Potter then went on to receive her B.A. from the University of Alberta. She married at the age of twenty-four and her husband now owns an Edmonton real estate company. Mrs. Potter has four daughters age: twenty-two, twenty, eighteen and fourteen. Her only son is sixteen years old. Mrs. Potter at the time of the interview was forty-seven years old.

Work History

Before marrying, Mrs. Potter worked at three different jobs. These included secretarial and library work at a radio station for a year and a half, working in an insurance office for a year, and a few months in a steno pool. After marriage she continued her work at the radio station for a few months, but gave it up upon becoming pregnant with her first child. About five years ago she tried selling real estate for about a year.

Mother-Daughter Interaction

In regard to similar behavior characteristics Mrs. Potter suggested both her and Mary have a fairly easy-going, happy disposition. Although they both have a fairly strong competitive streak Mrs. Potter felt her competitiveness has declined with age. Where Mrs. Potter is quite easily excitable and shows her emotions, Mary hides her feelings under a relaxed, easy-going, carefree manner. They both are quite organized in planning their activities and time.

The only similar interest, other than sports, that Mrs. Potter shares with Mary is their playing the piano and a slight interest in crafts. They have similar sporting interests in both skiing and tennis. The whole family usually manages to ski together for a total of about ten days during the winter, while in the summer Mrs. Potter and Mary like to play tennis together a couple of times a week. Mrs. Potter felt Mary needed little encouragement to get out and try things on her own. Being the last in the family Mary was introduced to various activities, particularly sporting activities, as a result of the rest of the family already participating in them. Mrs. Potter commented that Mary, "doesn't usually take to my suggestions as she doesn't like to be organized by others or have to do things on a regular basis." However, this may have resulted from the fact that she didn't really care for the activities such as music, brownies or french lessons, that Mrs. Potter suggested she try. Mary has shown an interest, independent from her family's activities, in horses and various school sports such as volleyball and track. Mary has never been interested in any activities that Mrs. Potter did not approve of. However, she suggested that if Mary had shown an interest in ski racing she would not have encouraged it as she does not like the atmosphere associated with ski racing and would have to give up her week-ends to help with meets. Mrs. Potter mentioned that although Mary has several very nice friends, they have little influence on her interests or activities. Although Mary is quite independent she is usually open to suggestions from her friends regarding new interests or activities but will only try them if she is interested or believes

in them. Mary's father is a fun loving person who instigates many of the family outings. Mary enjoys skiing, playing tennis and hunting with him occasionally. Mrs. Potter suggested that both her and her husband equally influence Mary's sporting activities.

Relationship With Daughter

Mrs. Potter felt that Mary and her share quite a close relationship. Although Mary is easy going and has no "real hangups", she can talk quite easily with her mother. As long as Mary follows the basic morals and standards she was brought up with Mrs. Potter allows her quite a bit of freedom to pursue her various interests and activities. She considered herself fairly strict in Mary's upbringing although she usually, "let her do what she wanted to unless there was a good reason not to." Similar to Mary, Mrs. Potter enjoys a busy life. Her activities include the usual housework, tennis in summer, and skiing in winter. About three years ago she resumed her interest in the piano and now tries to practice a couple of hours a day. If she was not so busy and happy with this she might try racketball or something along the lines of keep fit. However, she has done enough volunteer and church work in the past that she has decided to do the things she really wants to do, such as piano.

Attitudes on Sex Specific Behavior and Interests

In regard to sex specific behavior, Mrs. Potter felt there should be no real major differences in either behavior or activities for adolescent boys and girls. She further felt girls should be allowed to play all the sports boys do. "Girls probably wouldn't want to play on a team with boys unless they could handle it." On second thought she felt she would not like to see girls take part in boxing or wrestling. Further, she felt high level competition is fine for both girls and boys. If Mary was determined to reach the top in Canadian tennis, Mrs. Potter would encourage her but the decision would have to be Mary's own as Mrs. Potter would not normally push her into or even encourage her to take her sport that seriously. Although Mrs. Potter feels girls are capable of training as hard as boys, and should train as hard it they wish to reach the top in their sport she would not like to see any of her children go into professional sport as she does not feel it would be a good life for them. She did however feel "it would be hard to discourage any activity they were really interested in unless it seriously affected their studies."

Mother's Sporting Interests and Activities

As previously mentioned Mrs. Potter enjoys skiing with the family for enjoyment and plays tennis a few times a week, entering the occasional club tournaments. She usually manages to play a couple of games of tennis per week with Mary in the summer. She does not really

participate in any sports other than these. Mr. Potter also shows an active interest in sports. He enjoys tennis in the summer, although he does not play as often as Mrs. Potter, and skis with the family in winter. He enjoys hunting and recently has taken Mary with him occasionally. He used to play badminton a bit but not so much anymore. He also jogs occasionally. Although busy with his work he is interested in Mary's sporting activities and watches her tennis matches, along with Mrs. Potter, when he can. He feels intensive competition is good for girls. This was illustrated when Mrs. Potter mentioned his disappointment over their eldest daughter's decision to just ski for her own enjoyment when she had the chance to train to become a member of Canada's racing ski team. In addition to these interests he enjoys watching football, some hockey, tennis, and boxing on television, whereas Mrs. Potter only enjoys the occasional major sporting events. Both Mr. and Mrs. Potter used to watch the Eskimo football games. He also enjoys reading the sports section of the Edmonton Journal, whereas Mrs. Potter does not.

Daughter's Sporting Interests and Activities

In discussing Mary's involvement in sport, Mrs. Potter mentioned the following. Mary skis with the family during the winter and plays tennis about three or four hours a day during the summer. In addition to this she runs at the field house most days during the winter to keep in shape. She also plays for the school volleyball team, practicing about three times a week and playing games a couple

of times a week. In addition to this Mary rides horses on weekends and skates occasionally. Mrs. Potter mentioned that Mary does not play basketball although she would like her to. Mary also watches tennis both on television and live, some football on television and seldom reads the sports section of the Edmonton Journal.

Sibling Influences

Mrs. Potter feels that all of her other children have had quite an influence on Mary's sporting interests and activities. "As a result of the other children always participating in various activities, similar opportunities were always available to Mary." Further she "has always been mature for her age." Richard, Mary's brother may have been the biggest influence on her as he also is quite good at tennis, and as he is the closest in age to her of all the children he played with her more often than the others. However, her sisters have always encouraged her to participate in the various activities they were involved in and sometimes played tennis with her. Now that Mary has reached such a high level of ability in tennis they often go watch her matches and cheer her on. Also since Mary has become so proficient at tennis and won several tournaments lately she has stimulated her brother and sisters to work harder at their own game.

Significant Changes Since Daughter's Elementary Years

In regard to the topics previously discussed, there have been

few significant changes since Mary's elementary school days. Mrs. Potter and Mary have shared a similar interest in music, skiing and tennis for several years. It has only been recently that Mary has become more interested in horses, volleyball, and track, while Mrs. Potter has once again started playing the piano for a couple of hours every day. Their relationship has always been good as a result of similar easy-going natures. Mr. Potter has always been quite busy with his work. Where he formerly played badminton, some golf and skied, he now skis, hunts and plays tennis when he has the time. Now that Mary is older and has established her own sporting interests and activities her brother and sisters influence may not be as great as it formerly was. However, because of her proficiency at tennis they now take a greater interest in her playing. Similarly it has inspired them to try to improve their own game. As of yet Mary is still fairly unaware of her talent or potential and needs to gain a bit more self-confidence.

B. MARY

Appearance

Mary was five feet four inches tall with a medium to slightly heavy build. Her complexion was fair like her mothers and she wore her long brown hair fairly loose and straight. She was dressed in casual pants and a sweater. Mary is fourteen years old.

Mother-Daughter Interaction

Mary suggested various behavior characteristics she felt she had in common with her mother. A similar sense of humor and certain degree of persistence were among the major characteristics. They both have a temper which flares up quickly but is soon over. They show their emotions to a certain extent but are not overly emotional.

As previously mentioned Mary and her mother share an interest in piano, skiing and tennis. Mary suggested that she has needed little encouragement to participate in various sporting activities as she has always been extremely keen to participate as a result of her brother and sisters always keeping active. Mrs. Potter's encouragement would then be more along the line of doing as well as possible in the activities she is involved in. However, Mrs. Potter does encourage Mary to take piano lessons. Mary said she would like to take popular piano but dislikes the thought of regular lessons as it makes her feel she must practice on a regular basis instead of when she feels like it. In the end she felt she would probably take the lessons as her mom wants her to and she does enjoy piano. Mary usually gets into most sports, particularly at school, on her own. Occasionally Mrs. Potter drives Mary to her various sporting activities, but now that she is old enough she gets to a lot of these on her own or gets a ride with her brother or sisters if they are involved in the same activity. Mary felt that her mother has always approved of her interests and activities and has therefore never really had to discourage any of them. Similar to Mrs. Potter, Mary felt her friends have little

influence on her and "can't really persuade her to try something she doesn't want to." Mary suggested her father, although he plays tennis once or twice a month with her and skis with the whole family, does not have that much time to participate in sports or watch her participate as he is away a bit and busy with his work. As a result her mother is more aware of her sporting interests and occasionally chaperones on out of city tennis trips. Both Mr. and Mrs. Potter watch Mary in tennis tournaments when they can.

Relationship With Mother

Mary describes her relationship with her mother as quite close. Her mother is always warm and encouraging. Mary finds she confides in her mother, discusses any problems she may have with her and seeks her advice on matters she is unsure of more than any other person she knows. Mary suggested they get along well because they are both active and enjoy sports. Mrs. Potter is quite permissive in allowing Mary to pursue her various activities. As a result of Mr. Potter often being away on business or busy with work Mary spends more time and feels closer to her mother. Mary further suggested that her mother leads a busy, happy life especially now that she is again playing the piano.

Attitudes on Sex Specific Behavior and Interests

Mary's attitudes on sex specific behavior are quite similar

to her mother's. She also feels there should be no major differences between the two sexes. However, she did state that boys are usually more mischievous. Mary could think of no activities she felt were only suitable for boys. In particular she felt girls should be able to participate in all sports along with the guys, "as long as it doesn't hinder their game and if the girl is willing to risk getting hurt." Further Mary felt it was fine for girls to play contact sports with other girls. However, she did mention that she would not like to see girls in wrestling or boxing. As is indicated by Mary's participation in tennis, she is in favor of girls in high level competitive sports. She felt girls are capable of training as hard as boys. This may have been due to the fact that she has always trained as hard as boys in tennis. At the moment Mary enjoys competing in tennis but can not decide if she is willing to give up her skiing so she can get in the extra training she needs to become one of the top tennis players in Canada. She is afraid that too much training may take the fun out of her tennis. Despite this she said she does not mind the running she does in winter to keep her in shape as it helps her conditioning for tennis in the summer and she "gets more out of the game."

Daughter's Sporting Interests and Activities

As previously mentioned Mary is interested in several sports. Briefly she: skates, swims and hunts occasionally, rides horses on weekends, and has just finished the volleyball season with her school

team. She played baseball with the community league from grades four to eight. This year she may try out for the school basketball team. Recently she has taken up track and field. She runs most days to keep in shape for tennis in the summer, and for her school track meet. Mary's great loves are skiing and tennis. During the summer Mary spends three to four hours a day practicing her tennis and as a result of her competitions has won various city, provincial and prairie regional titles. These two interests Mary shares with her mother. As mentioned earlier Mary needs little encouragement from anyone to get involved in sport. Although she has the ability she sometimes feels inferior to other players if they are older than her and needs encouragement to boost her confidence. In addition to her sporting activities Mary enjoys watching some football, hockey, ski racing, and tennis. She also watches tennis live, and reads articles of interest to her in the sport pages of the Edmonton Journal. Mary feels that sport is beneficial to girls her age in that it is fun, good exercise, enables you to make new friends and communicate with people better. However, Mary feels that school should be about the most important thing in a girl's life and then she can choose what she is interested in. If she is not interested in sport then she should not be pushed into it.

Mother's Sporting Interests and Activities

As previously mentioned, Mrs. Potter's only sporting interests are those shared by Mary, namely skiing and tennis. Both are mainly

just for fun although she does participate in the odd tennis tournament. She might be interested in more sport if she had the time or was not so involved with piano now.

Sibling Influences

Mary felt that her brother and sisters have all had some sort of influence on her sporting interests and activities, particularly her skiing and tennis. She mentioned that, "if my brother and sisters didn't play so much tennis I probably wouldn't either." Before last summer the girls were about the same ability in tennis and played together often. Now Mary plays with her brother as they are closer in ability, but is usually busy training and competing. Also Mary's sisters do not play as much tennis as they used to. Mary suggested that she probably would have been interested in sports, although not as much, even if only her parents had been interested. It appears that the whole family have followed Mr. and Mrs. Potter's sporting interests. When smaller, Mary always admired her brother's and sister's sporting abilities and hoped to be as good as them some day. In general Mary felt that her brother and sisters influence her more than she influences them as their sporting interests and activities were formed while Mary was quite young. However, the whole family follows Mary's progress in tennis especially since she has become so successful.

Significant Changes Since Daughter's Elementary Years

As Mrs. Potter mentioned there have been few significant changes since Mary's elementary days. Mary has long been an avid skier and began competing in tennis at about nine or ten years of age. It has only been over the past few years that she has really developed an interest in horseback riding, volleyball and hunting. Mary suggested her relationship with her mother has always been close and still is. She did feel that her mother may be more satisfied now than when Mary was younger as she has the time to pursue her interest in music. Mary mentioned that when younger she was considered a tomboy. Although she played a form of soccer, football and hockey with boys it was always only for fun. She never had any desire to play on any organized boys sport team. Mary played quite a bit with Richard when younger and had little interest in the usual female activities such as playing with dolls. She usually "ran around with short hair and a dirty face." In regard to encouragement Mary felt her mother may have encouraged her more when little to try various activities but now that she is involved in various activities she has enough initiative and drive not to need much encouragement. Her brother's and sister's influence on her sporting interests may have been greater when Mary was younger as the older girls are now growing a bit away from sports and because Mary is now an equal or better tennis player than them. However, although they always let Mary participate in their various activities it has just been since she has become recognized as such

a successful tennis player that they have really followed her progress in the game.

CHAPTER V

DISCUSSION OF RESULTS

In the first half of this chapter the emphasis will be on the subjects as individuals and how each mother-daughter pair differ from the others. Due to the large amount of material collected, the task of comparing various characteristics would be an extremely lengthy job unless the factors to be compared have been limited or specified in some way. For this reason it seemed appropriate to limit the factors under consideration in this chapter to those which, based on the review of literature, may be expected to have some relationship on the influence of the mother on her daughter's sporting interests and activities. Thus, before attempting to identify unique factors, the case study material was examined to determine which characteristics of each case might have contributed to the influence of the mother on her daughter's sporting interests and activities.

The second half of this chapter will deal with the characteristics of the subjects as a group. The eight cases were compared with each other to determine whether the factor or factors which appeared to contribute to the influence of the mother on her daughter's sporting interests were unique in each case or common to several cases. In no case was the group of relevant factors in one case identical to that in any other. However, when each factor was considered individually,

several were found which appeared to play a role in the influence of the mother on her daughter's sporting interests of several subjects rather than in the case of only one. Also included are a number of factors which appeared to have greater significance in one particular case than in others.

Interpretation and Unique Characteristics of Each Case

Mrs. Young and Lee

Lee and her mother have a similar disposition and have always gotten along well. Mrs. Young worked for a period of three years during the time of separation with her first husband and her remarriage a couple of years ago. She now operates a small business at home in her spare time. Lynn felt that during her mother's time of separation they grew closer together. Recently Lynn has developed a similar interest with her mother in tennis and badminton, whereas before they shared a more general interest in sport. Mrs. Young has a more competitive nature than Lee and has a greater desire to participate in sport. Lee needs encouragement to get out and participate in sport as she is a bit shy. Mrs. Young provides the opportunity and encouragement by setting an example and when playing together helping her with her game. Both Lynn's father and stepfather encouraged her to participate in sports. Mr. and Mrs. Young participate together in about the same racket sports as Lee and her mom. Lee mentioned that although she does some activity with her stepfather, he is often busy and as a

result she tends to do more with her mother, and is more influenced by her in regard to her sports interests. Lynn's friends have little influence in determining her interests. Many of her friends she has met as a result of sport. Although sport is also a common bond between Lynn and her sisters, Lynn feels she is more interested and competitive in sport, and as such influences them more than they influence her in regard to sporting interests. Mrs. Young suggested there should be few differences between the sexes in regard to personality traits or general interests. Lee felt girls should act in a more refined manner than boys but can have the same interests. Further she would not like to see girls playing contact sports on boys teams or trying activities requiring a lot of strength. Mrs. Young also felt girls should not participate in contact sports on boys teams. Both felt that all girls teams in sports such as hockey and football are fine as long as they are wearing the proper equipment. Lee was in favor of girls participating in competitive sport. She felt it was fine to specialize in a particular sport if one has the ability to reach the top, otherwise it is not worthwhile to sacrifice your school work or social life. Mrs. Young felt girls should not enter competitive sport until they are about twelve years old, or until a certain level of proficiency is reached. Competition is then a good experience as long as stress is not put on winning. However, Mrs. Young is not in favor of a child specializing in sport as it deprives them of a proper social life and affects the whole family. She further felt girls were not capable of training as hard as boys either physically

or mentally, and this training may be even more harmful the younger the girl. Lynn felt young girls may not be able to train as physically hard as boys, but adolescent girls probably could. However, she wonders if they are capable of handling social pressures and boys negative attitudes towards girls in sport. Mrs. Young suggested participation in sport is good in that it keeps people out of trouble, broadens their interests and is a good way of meeting others with similar interests. Lee felt the importance of sport in a persons life depends on their enjoyment of it, their ability, the encouragement they receive, and their desire to keep fit. She generally felt school and a social life are more important. Lee has always considered herself a bit of a tomboy as she is quite rough in behavior and uses coarse language.

Mrs. Trace and Karen

In studying this case, certain unique factors in regard to the other case studies, appear. First, although Karen and Mrs. Trace are not very similar in personality both of them have had few similar interests other than sports. Mr. and Mrs. Trace first initiated Karen into sport, when the family would all go to the Y.M.C.A. and play tennis and badminton. At the present Karen's parents spend more time together participating in sport than with Karen as she is busy with a part time job and no longer so involved in sport. Also Karen does not get along that well with her mother. Both Karen's parents have

encouraged her to participate in tennis and badminton, but have not been very keen on her skiing or basketball for fear she may get injured. Karen has developed few individual sporting interests other than those she was initiated into by her family when younger. However, she has become more involved in school sports and played badminton, basketball and volleyball on the school team. Karen's friends have always had more of an influence on her social activities rather than her sporting interests. Seeing as Karen is the oldest child in the family and her sister is five years younger, they have had little in common except similar sporting activities. Karen's sister looks up to her and tries to do the things Karen does. Karen encourages her sister to get involved in more sports at school, and to compete in tennis so she can play others equal to her ability. Both Karen and Mrs. Trace are in favor of girls in competitive sport. However, neither would like to see girls playing contact sports on boys' teams, but with all girls it might be okay. One of the greatest benefits of sport, Karen feels is it teaches one to control emotions and can serve as a release of tension. One of the reasons Karen is not playing as much tennis as previously is that she finds it gets her too uptight. She does not like to see a stress put on winning, as she feels this increases tension rather than decreases it. Both Karen and Mrs. Trace feel girls are generally capable of training as hard as boys, and further felt it important that everyone do some type of physical activity.

Mrs. Samson and Lynn

Mrs. Samson and Lynn both mentioned that they have a very good relationship and think more along the same lines than the others in the family. As a youngster, Lynn was enrolled in lessons in various sports. This served as a major common bond between Lynn and her mother. Mrs. Samson then let Lynn choose if she wished to continue in the activity. The only activity Mrs. Samson felt she "pressured" Lynn into continuing was her piano. Lynn mentioned that although she never had much say in the initial activities she was enrolled in as a child, she usually enjoyed them. However, Lynn never had any desire to pursue any of them or to compete in these sports until she started gymnastics in grade five. Mrs. Samson expressed that she would have liked Lynn to develop her slight interest in tennis and badminton. They used to play tennis together occasionally until Lynn became so involved in gymnastics. As long as Lynn was willing to put in a good effort, she was allowed to pursue her own interests. Mrs. Samson felt she takes more interest in Lynn's activities than Mr. Samson as he is usually busy and in his free time likes to pursue his own sporting activities. Lynn also mentioned that she felt her mother has more influence on her interests than her father as he is away from home a lot. However, it was Mr. Samson who introduced the family to both water and snow skiing, which they do on holidays. Lynn's friends have also had very little influence on her sporting activities. If Lynn is very interested in something, for example

gymnastics, she will get involved whether or not her friends do. Similarly Lynn's sisters and brother have had little influence on her sporting interests or vice versa, except maybe when they were all younger and took lessons together. Lynn, along with the other family members, is quite independent. Neither Lynn nor her mother see any distinctive differences between the sexes in personality characteristics, although Mrs. Samson feels girls should act in a more refined manner. Both of them further felt girls should be allowed to pursue whatever activities interest them and even contact sports if they really want to. Mrs. Samson mentioned an exception to this would be boxing and wrestling. Neither Lynn nor her mother consider themselves really competitive yet try hard to do as well as possible. Lynn felt that young girls are capable of training as hard as boys their age because they are closer in size and strength. However, with age, the physical differences between the sexes allow boys to train harder than girls. As a youngster Lynn considered herself a tomboy as she behaved the same as the boys she knew. Lynn and Mrs. Samson mentioned a few benefits of sport which differ slightly from the other cases. Sport was seen as: allowing goals to be set and worked towards, teaching self-discipline, keeping children out of trouble, and broadening one's outlooks and interests. Lynn suggested it was important to have interests outside of school, although not necessarily sports.

Mrs. McDonald and Leslie

Mrs. McDonald felt Leslie is more like her dad in personality yet the two get along. Leslie and her mother share a major similar interest in sport yet only have badminton in common. Previous to last year Mrs. McDonald worked for a period of five years, during which time her sporting interests and activities declined. It was Leslie's parents who originally got her started in badminton and are now trying to interest her in golf. Both Leslie's parents also play badminton now, but they usually play against each other rather than with Leslie as she is busy training for her various tournaments. Mrs. McDonald enrolled Leslie in both badminton and swimming when younger, and from then on both her parents encouraged her and sometimes participated with her in these two activities. Mrs. McDonald, like Leslie, has quite a competitive nature but is more open about it. As a result of Leslie's success in badminton both her parents are more encouraging, but at the same time expect more. Leslie mentioned that her mother often expects too much and is disappointed if she does not do as well as expected. As Mrs. McDonald has more free time than her husband she goes to more of Leslie's competitions. Mrs. McDonald felt Leslie's friends had little influence on her sporting interests, yet Leslie mentioned that many of her friends are athletic and encourage her in her badminton by sometimes coming to watch her tournaments. She felt this may be part of the reason she has kept so involved. Leslie also mentioned that her young brother encourages her to do well in badminton by taking an interest in her tournaments and in his admiration of her

ability. Similarly she encourages him to try various sports, and sometimes plays badminton with him. Both Leslie and her mother felt in general girls should be more refined than boys, less aggressive and less dominant. Similarly, girls should be allowed to participate in whatever interests them, but both commented that they do not like to see boys doing regular domestic activities. Mrs. McDonald further felt, in regard to sport, that girls should not play contact sports on either boys' or girls' teams unless the game is merely for fun and the rules are modified so there is no risk of injury. Leslie felt girls should not participate in contact sports unless on an all girls team and merely for fun. Mrs. McDonald mentioned that she was glad when Leslie gave up baseball because of the rough atmosphere surrounding it. Leslie and both parents feel that a person should only specialize in one particular sport if they have had the chance to try various sports. Leslie is very dedicated to her training and both her and her mother feel girls are capable of training as hard as boys in endurance events but not strength events. Mrs. McDonald felt the ability of coping with any mental stress which might occur increases with age rather than being sex related. She also felt menstruation may hinder performance. Leslie suggests that her participation in sport has helped her gain self-confidence and given her a chance to travel. Mrs. McDonald added that it has helped Leslie learn to organize her time well. However, the importance of sport in a persons life is dependent upon each individual's interests.

Mrs. McIlveen and Carol

Carol is closer to her mother than she is to her father or brother. Although Carol shares few interests other than sports with her mother they spend a lot of time together just in everyday living. Carol does not get along very well with her father and this may be part of the reason she gets along so well with her mother. Despite the fact that Carol and her mother both enjoy sports, they only have a couple in common, and seldom participate in them together. Both Mr. and Mrs. McIlveen encouraged Carol to try tennis and badminton when younger as they were sports the whole family enjoyed. However, she did not enjoy them as she felt she was being pushed and did not want to be compared with her brother. Also her father spends a great deal of time dong sports with her brother and she may have felt she was competing for her father's attention. Mr. McIlveen is very keen on sport and it was his encouragement that resulted in his wife becoming involved in sport. Mrs. McIlveen exposed Carol to various other lessons, besides tennis and badminton, when she was younger, and then let her choose what she wanted to participate in. It was not really until junior high that a teacher got her interested in trying various sports at school. Now she enjoys various sports, and although they are nearly all school sports she occasionally does some activity with her mother. Mrs. McIlveen mentioned that she is less competitive and less active in sport now due to her age. Both Carol's parents take an interest in her various activities but as she does not get along well with her

father she does not care if he takes an interest or not. Carol's brother was more of a negative influence on Carol's sporting interests when younger as she did not like to try the sports her brother was involved in. Now that Carol can choose her own interests, she enjoys participating in various activities. Carol suggested she may have liked certain sports more when younger if she would not have felt pushed into them. Carol's friends also have little influence on her as she is quite independent, but it so happens that most of her sports are done at school and sometimes with her friends. As a result of her participation in sports at school Carol has met many new friends. She feels sport is also a good way to release tension and broadens one's interests. Carol feels it is important to participate in some type of physical activity, while her mother feels the importance of sport in a person's life is dependent upon their own personal interests. In regard to differences between the sexes in personality Carol suggested boys should be more independent, whereas Mrs. McIlveen felt there should be no differences. Both Carol and her mother felt girls should be allowed to pursue whatever activities interest them. The exception to this was in regard to sport. Mrs. McIlveen felt girls should not be involved in contact sports at all. Carol felt girls should not play contact sports on boys teams as it slows down the game. However, it would be okay to play games such as hockey or football on mixed or all girls teams if merely for fun and if the rules were modified. Although both Carol and her mother were both in favor of competition they felt it important that

a child try various sports before deciding if they wish to specialize. Mrs. McIlveen felt girls are capable of training as hard as boys as long as the program is supervised. In fact, she felt girls are probably more willing to work harder. On the other hand, Carol felt girls can not train as hard as boys as they are more fragile nor would they want to train as hard. Carol felt it seems to be expected of boys to train harder. As a child Carol considered herself a tomboy as she liked, "roughing around." However, she no longer considers herself a tomboy. This was a result of a change in attitude rather than behavior.

Mrs. Marks and Kelly

Mrs. Marks and Kelly have had few similar interests besides sports and Mrs. Mark's interest in Kelly's piano lessons. Despite their similar sporting interests they do little activity together. Mrs. Marks used to help coach Kelly in figure skating until Kelly quit and now helps coach her in baseball. Mrs. Marks is still involved in the administration side of figure skating. She feels her competitive nature may be the direct result of her having to work so hard as a young girl in figure skating in order to keep her sponsor and then to make the ice capades. Her encouragement of Kelly's figure skating as a result was often inconsistent as she did not want Kelly to experience these same pressures. Mrs. Marks enrolled Kelly in various sports as a youngster depending on the type of interests Mrs. Marks enjoyed or would have liked to have tried as a

child. Both Mr. and Mrs. Marks were keen on Kelly's figure skating, yet Mrs. Marks was usually more aware and encouraging of all Kelly's sporting interests. Mrs. Marks and Kelly have been more active in sports over the past ten years than has Mr. Marks. However, Mr. Marks has resumed some of his sporting activities in the last few years and joins his wife in playing badminton. It appears that since Kelly quit figure skating three years ago she has had time to pursue various new sporting interests which she previously did not have time for. Although Kelly occasionally participates in some sport with her father she feels she does more with her mother. Although Kelly's friends have been an influence mainly on her social activities Kelly is sometimes swayed by their opinions and loves to accept a dare. Mrs. Marks felt Kelly's friends may have been jealous of the time and money spent on her figure skating and may have indirectly caused her to give it up. Mrs. Marks felt that as one grows older and develops more of their own interests they become more independent of their friends influence. In regard to differences between the sexes, Mrs. Marks felt everyone should be free to act in the manner they choose and pursue whatever activities interest them as long as they are not harming anyone else. Kelly, on the other hand, mentioned a few minor distinctions that she likes to see between the sexes. In regard to sport Mrs. Marks felt girls should not participate in football and only those girls who are exceptional and could manage it would want to play on a boy's hockey or soccer team. However, all girls teams in these two sports were considered acceptable. Kelly

said she would not like to see girls playing on boys teams in any contact sport, unless merely for fun or only with girls. She felt girls may get injured when playing on boys' teams and would also slow their game down. Both Kelly and her mom were in favor of competition and felt girls are capable of training as hard as boys. Kelly mentioned an exception to this may be in the area of strength. Kelly felt it was fine to specialize in a sport at any age, whereas Mrs. Marks felt if one has the ability to excel then they should be allowed to specialize, yet at the same time should be given the chance when young to try various sports. Kelly mentioned that her older brother influenced her sporting interests more a couple of years ago, but now they do not get along very well and so do not do much together. Kelly considered herself a tomboy when younger as she enjoyed many of the same interests as her brother. Kelly feels sport is important for the usual health and social reasons, plus it has helped her learn to control her temper. She feels it is necessary to have some interest outside school, whereas Mrs. Marks feels outside interests should definitely include some form of physical activity.

Mrs. McKenzie and Kathy

Of the different cases studied, Kathy and Mrs. McKenzie seemed to have one of the closest relationships and were quite similar in personality. Both of them have basically the same sporting interests. They curl and bowl, but each in their own league. Mrs. McKenzie has

always encouraged Kathy to try various interests such as social and church groups, in addition to sports. Upon entering high school both parents encouraged Kathy to try various new activities and get involved. In the past Kathy tended to be rather shy and needed encouragement or the support of a friend when trying something new. Most of Kathy's friends do not really care for sport. Kathy often tries things her mother suggests as she feels she will probably enjoy them. She mentioned that she feels her mother would like to see her try some new sports at school. Up to now Kathy's family has mainly been involved in bowling and curling and as a result take an interest in how each other does. Although Mrs. McKenzie spends more time with Kathy and may influence her more directly, Kathy still tries to do well in everything to also please her dad. Mr. McKenzie is not as involved in sport as his wife. Mrs. McKenzie mentioned that her husband would not wish to see Kathy specialize in one particular sport, whereas she felt this would be okay if that was what Kathy really wanted, although she also would prefer Kathy not to limit herself to one activity. Mrs. McKenzie felt there should be basic differences between the sexes in personality characteristics, whereas Kathy agreed but to a lesser extent. They both felt that boys and girls should be free to pursue nearly any activity which interests them. The exception to this was that neither would like to see girls playing contact sports on a boys team or all girls team, unless the game was modified and merely for fun. Although both Kathy and her mom are both in favor of girls in competitive sport they have different views on what they

feel girls can handle. Kathy feels girls should train as hard as the sport requires, while Mrs. McKenzie feels girls are not capable of training as hard as boys. However, Kathy mentioned that she is aware of a different set of standards existing for the sexes in regard to physical capabilities. An example of this was fitness tests at school. She further felt the effort one is willing to put out is determined more by your individual motivation than your sex, although there are probably certain exercises or drills which may be too tough for girls. One of the unique benefits of participation in sports that Kathy mentioned was in gaining self-confidence and in sometimes being given the chance to handle a competitive situation. Both Kathy and her mom felt the importance of sport in a person's life depended on their own individual preferences. Kathy used to consider herself a tomboy as she liked to play with boys when younger. Her older brother has a big influence on her although they no longer do much together. They started bowling at the same time and both enjoy the sport of curling. Kathy generally tries to do well in everything so he will be proud of her.

Mrs. Potter and Mary

Mary and Mrs. Potter share a close relationship, with sports being a common bond. They also both enjoy piano and crafts. Recently Mrs. Potter has seriously resumed her interest in piano and practices two hours a day. The entire Potter family have the same major sporting

interests and often participate together. These are tennis and skiing. As a result of Mary being the youngest in the family, the other members were already busy participating in these activities and often used to take her along. With the opportunity always available Mary soon joined in with these activities. However, Mary is quite an independent person and did not always take to her mother's suggestion of various activities to try. Mary does not like to be organized or have to do things on a regular basis. Despite this, Mary has also become quite involved in various sports at school the past couple of years. She is quite competitive by nature, but hides it under a calm exterior. Mrs. Potter used to be quite competitive but this drive has declined with age. Mary is quite involved in tennis and experienced a high degree of success in various city and provincial tennis tournaments. Mary's friends have little influence on her various activities, although she is always open to new suggestions. Both Mary's parents follow her various sporting activities but she feels her mother is more aware of what is going on and makes it out to watch more of her tournaments than her father as he is busier. As a youngster, Mary's sisters and brothers have been a big influence on encouraging her to try both tennis and skiing. Mary mentioned that seeing as her brother was closest in age and she spent more time with him than the others, he was probably the biggest influence. As Mary developed more of her own interests and became more independent, her siblings' influence has decreased. However, as Mary has become more proficient and successful in tennis her family are all more encouraging and interested in her progress.

Mary mentioned that if her family had not all been so involved in tennis she probably would not have played so much either. Both Mary and Mrs. Potter felt there should be few differences between sexes in basic personality characteristics, general interests, and sporting behavior. Neither Mary or Mrs. Potter felt girls should participate in boxing or wrestling. Mrs. Potter felt girls would only want to play on boys' teams if they could handle it. Mary felt it was fine for girls to play contact sports on boys teams, as long as it does not hinder the game and girls are willing to risk getting hurt. Mrs. Potter felt the extent a person is willing to work to achieve success is up to the individual. If Mary really wanted to specialize in one sport, both her parents would be in favor unless it affected her school grades. However, Mrs. Potter mentioned she would not like to see any of her children enter professional sport. Mary has always trained as hard as boys in tennis and feels they should. At the present time she can not decide how hard she is willing to work at her tennis or if she is willing to give up some of her other activities. She is afraid this might take some of the fun out of tennis. Although she loves sport, she feels an individual should be allowed to choose their own interests, whatever they may be. Mary has always considered herself a bit of a tomboy as she often played with her brother and his friends and was never really interested in the usual feminine activities. However, her play was always in fun and she never really had any desire to be on boys' sports teams.

Characteristics of the Subjects as a Group

Appearance, Background Information and Mother's Work History

Appearance did not seem to be related at all to a person's participation in sport or the type of sport an individual was interested in. Background information was not very related either, except in regard to age of the mother and the number of children in the family. A couple of the older mothers mentioned that the frequency of their participation in sport has decreased with age or they have turned to sports less physically demanding. The number of children in a family and their birth-order appears to have some relationship on the topic being studied. This will be discussed further on its own. The mother's work history was a significant factor in that most of the mothers have not worked since marriage and have had the time to participate in sports if they so wished. Now that most of their children are in school they have even more time to pursue their own interests. One of the two mothers who has worked for a period of a few years since her marriage commented that as a result her participation in sport declined. Since she stopped work her sporting activities have once again increased.

Mother-Daughter Relationship and Interaction

It appeared that as a result of the mothers having more free time to spend with their daughters they were closer to their mothers than their fathers. Most of the daughters also mentioned this as one

of the reasons their mothers were able to, and do, take a greater interest in their sporting activities. This trend further coincided with the implications, based on the review of literature, that if the daughter identifies primarily with the mother, one would expect the two to have certain similar interests and activities. It was also mentioned that as men usually have less free time, they like to pursue their own sporting interests when they get the chance. Most of the girls mentioned that they felt their mothers did have a stronger influence on their sporting interests than their fathers did. This may lend support to the implication which suggested that if the mother has a positive attitude toward sports or participates in sports, one would then expect the daughter to feel and behave in a similar manner. One of the prerequisites of this study was that the mother be actively involved in sport. As a result, all of the mothers had a positive attitude toward sport. Although this was not a requirement for the daughter, in all cases they also showed a very positive attitude toward sport. The mother's influence on her daughter's sporting interests was generally strongest during the period up until junior high school. At that point several of the girls independently developed various new interests. If there is a developmental shift from the mother as specific identificand to an indentification with a stereotype of femininity about grades four or five, as the review of literature suggests, this may partially account for any decline in a daughter's interest in sport as she grows older. However, in nearly all the cases in this study the daughters appeared to closely reflect their

mother's attitudes and interests in sport and thus, beginning at an early age, seemed to include them as behaviors acceptable to the female sex role. It thus appears that early identification with the mother may have had carry over value to adolescence. In addition to any new interests which may have been formed at adolescence, usually the girl's initial major sporting interests and activities were retained. Most of the girls initial interests were in individual sports, whereas upon entering junior high school they were introduced to various team sports. This may suggest a possible lack of team sports for young girls or may merely have been a reflection of the sports available to young girls as members of such a club as the Royal Glenora. A review of the literature further suggested that certain maternal behaviors may be linked as determining factors in whether a girl participates in sport or not. It was suggested that a low to moderate level of warmth or nurturance may facilitate achievement oriented behavior or more specifically participation in sport. The data from this study suggested the closer or warmer the relationship between mother and daughter, particularly at adolescence, the more aware and interested the mother seemed in her daughter's sports involvement. This did not necessarily relate to the amount they participate in sports together as this was influenced more by factors such as: the sports they have in common, whether they are individual or team sports, whether the mother and daughter participates in these sports away from the club or the school, and the degree to which each participates in these sports in the first place. However, if the conditions were conducive

to allowing for the mother and daughter to participate in sport together it appeared that a good close relationship enhanced the chance that they might participate together. Generally speaking the daughters felt their mothers were quite happy and satisfied with their own interests and activities. In all cases except one, the daughters got along well with their mother. The latter individual engages in little activity with her mother and further mentioned that she is drifting away from sport. In most cases the daughter's interests were quite similar to their mother's, and further in all cases the major interest they had in common was sports. It appeared that the daughter was usually involved in the same sports as both parents if they had similar interests, otherwise they usually followed their mother's interests.

The selection of the sample had as a prerequisite the condition that the mother was actively involved in sport and therefore automatically held a favorable attitude towards it. It was also the case at the present time that the daughters in this study all had favorable attitudes toward participation and competition in sport. Nearly all of the daughters' initial sporting interests included those that the mother mainly participated in or was interested in. In many cases the husbands also had similar sporting interests and often participated in them with the rest of the family when they had time and particularly when the children were younger. However, it was nearly always the mother who enrolled the daughter in the actual lessons. Many of the mothers enrolled their daughters in various lessons and then let them decide which activities

they wished to pursue. Generally they preferred their daughters to pursue the same ones as they were involved in. None of the mothers appeared to force their children to continue in a sport if they had no desire to, although the mothers initially enrolled them in various sporting lessons of their own choice. This suggests, as does a parallel drawn in a sporting context from implications based on the review of literature, that a certain degree of permissiveness or independence to pursue one's own interests may facilitate a child's desire to participate in sport. There was only one instance in which one of the daughters at an early age felt forced into racket sports and as a result did not care much for sports. This was more of a result of pressure from her father and a desire to avoid being unfavorably compared to her brother in these particular sports. Since she has been allowed to choose her own interests she now enjoys sports. This suggests the benefits of allowing a child to choose their own interests rather than trying to force them into something they do not care for, although a little positive encouragement and provision of various opportunities to try different sports may be conducive to participation in sport.

The majority of both mothers and daughters in this study mentioned that although the daughter's friends may have some influence on her social activities, they have little influence on their sporting interests. Some mentioned that,"it is nice to have a friend along, but you usually make new friends in the sport you become involved in." In many of the cases other members of the family were

involved in the same sport and therefore the daughter already had someone to accompany them. It also seemed the more involved a person was in various sports and the more they enjoyed it, the less dependent they were on others.

Generally speaking, it appeared, similar to a trend noted as a result of the review of literature, that if the mother is seen as a positive role model, and reinforcements are provided for her daughter's sporting interests, this may enhance the possibility of her daughter participating in sport.

Attitudes on Sex Specific Behavior and Interests

As previously mentioned certain maternal characteristics may be linked to determining factors in a daughter's behavior. Review of the literature indicated that a certain degree of maternal warmth is associated with the acquisition of sex roles. One would then expect, since the pairs studied in these cases nearly all had warm, close relationships, that the daughter would acquire similar sex role attitudes and interests to her mother's. It appeared in this study that the daughter did in actual fact identify closely with the same attitudes, behaviors, and interests as her mother. This was particularly so with regard to sport.

Generally speaking, the most frequently mentioned difference in basic personality and behavior characteristics between the sexes was the fact that girls should act in a more refined manner than boys.

This included the suggestion that girls are often less aggressive, less dominant, and less independent. However, in regard to general interests and activities, excluding sport, both mothers and daughters nearly all felt that girls should be allowed to pursue whatever interests or activities they wish. This was not the case when referring to sporting activities. Of the eight mothers studied, three were in favor of girls being allowed to play contact sports on boys' teams if they really wanted to, with the exception of football in one case. Further, all of the sixteen subjects felt girls should not be involved in boxing or wrestling. Two of the daughters of the three previously mentioned women also felt girls should be allowed to participate in contact sports on boys teams if they wished. The remainder of the subjects felt girls should not be allowed to play contact sports on boys' teams. Exceptions to this were all girls' teams, mixed teams merely for fun and a modification of the rules. In nearly all the cases studied the mothers' and daughters' attitudes were very similar. This was also the case in their attitudes toward the ability of girls to train as hard as boys although attitudes between the pairs differed. Those who felt girls were not capable of training as hard as boys often suggested this was due to the differences in strength between the sexes, motivation, and a girl's menstrual period. Five of the sixteen subjects felt girls could train as hard as boys while another five felt they also could except in the area of strength. All of the subjects were in favor of girls participating in competitive sports. However, nearly all the subjects further felt that a child

should be given the chance to try various activities before deciding if they have the ability and want to specialize in one. Although all of the subjects indicated that education has priority over all other goals they also felt that it is important to have some outside interest depending on interests. Some of the subjects further felt that it is necessary for everyone to do some type of physical activity. Various benefits of participation in sport were suggested and seemed related to level of participation or competition and success. Reviewing this evidence, we conclude that as suggested by the literature review there has been a gradual acceptance of a wider range of activities considered suitable to the female sex role, and thus a more positive attitude toward girls in sport. Since many of the daughter's attitudes and interests, particularly in regard to sport, were retained throughout the period from childhood to adolescence, it appears that the adolescent girl's sex-role orientation was related to the nature of her sex-role development and maternal treatment received as a child.

Sibling Influence

It appeared that in the case of the daughter being the oldest child in the family, the younger sibling or siblings had little influence on her sporting interests or activities. The closer the relationship between the children the more influence they seemed to have on each other in certain cases, and in the cases where they were interested in the same sports the more often they participated in them

together. This trend increased with age. It also seemed that families with similar sporting interests took more interest in each other's participation in that activity. This may be due to the fact that they like and understand this sport more and can relate to it easier. In a couple of cases where the daughter had an older sibling or siblings who were already active in certain sports a general positive attitude resulted from an observation of their enjoyment of sport. Also the opportunity was available for the younger child to become actively involved in the sport. The only exception to this may have been certain organized sports, such as hockey, where a male member of the family was possibly involved. However, most of the members of the families studied were involved in various sports offered at the Royal Glenora Club, and these sports are all enjoyed by both sexes. In one case where the daughter in this sample had a brother slightly older, plus three sisters older than the male, all had similar sporting interests which developed out of their parents' interests. There was only one case where the daughter avoided the same sports as her sibling. This was a result of a desire to avoid being unfavorably compared with her older more experienced brother, and may also have been due to a slight resentment of her father's time and interest spent on her brother's sporting activities. A review of the literature suggested that girls with brothers may have more traits characteristic to the opposite sex than girls with no brothers. However, in this study there appeared to be little difference in sporting interests and activities between those girls who had brothers and those who had no brothers or younger brothers.

Birth order appeared to be a more significant factor than sex of the sibling. As suggested, older children seemed to have more influence on younger children than vice versa, with particular regard to sport. Also younger children were more sibling oriented whereas the oldest child was more parent oriented in many of the cases. We thus conclude that a mother may have more influence on the interests and activities of her oldest daughter, as compared to those of her younger daughters.

CHAPTER VI

SUMMARY AND RELEVANT FINDINGS

Summary

The purpose of this study was an attempt to identify whether the mother is an influential factor in determining her adolescent daughter's attitude toward and participation in sport. The specific objectives of this study were to examine suggested or possible implications, indicated as a result of a review of literature in the following four major areas: parent-child identification, maternal influences, acquisition of sex roles, and sibling and ordinal influences.

The sample in this study consisted of eight mother and daughter pairs who were members of the Royal Glenora Club, Edmonton, Alberta. Selection of the pairs was dependent upon the mother being actively involved in some sport approximately three hours a week. In addition she necessarily had an adolescent daughter between the age of twelve and sixteen in order to be included in this sample. Subjects were contacted through means of a telephone call, were further acquainted with the study, and interview times were arranged.

The method of research used in this thesis was the case study approach. Data were collected by means of personal interviews. The task of recording the data was handled by the author. Notes and responses were recorded as the interview progressed.

Analysis of the data was broken into two major areas: interpretation and unique characteristics of each case, and characteristics of the subjects as a group. Following this, an effort was made to note relevant findings based on the characteristics and trends common to the group as a whole.

Information from this study suggested that the mother may be a prime factor in influencing her daughter's initial sporting interests. The reason for this appeared to be related to various possible factors, such as time available to spend together, warmth of relationship, positive encouragement and provision of opportunity to participate in sport, birth order, and sibling influences. It was also noted that not only were both mother and daughter active in sports, often there were sports in which both participated. Further, they both held similar attitudes toward girls' sporting interests, participation, competition and training. Although no experimental evidence was obtained that would validate the noted trends, this line of study appeared to be a worthwhile approach for future study.

Relevant Findings

1. The mothers in this study appear to be the prime factor in determining their daughter's initial sporting interests.
2. It appears that the mothers in this study had more time to spend with the daughters than did their husbands and as a result took a more active interest in their activities.

3. Maternal influence seems to decline to a certain point as the daughters grow older, become more independent and develop many of their own interests.
4. A warm relationship seems to strengthen the mother's influence on her daughter, particularly during adolescence when the daughter becomes less dependent on her mother.
5. There seems to be some "carry over" effect of attitudes and sporting interests of the daughter from childhood to adolescene.
6. Both mothers and daughters had similar ideas on type of behavior, interests and sporting activities appropriate for the female sex. Further, their attitudes on competition and training are quite similar.
7. Most of the mothers introduce their daugthers to a variety of sports, yet prefer them to pursue the same major activities they enjoy. Pressure seems to inhibit desire to participate in an activity whereas positive encouragement and provision of opportunities seems to facilitate participation.
8. Older siblings appear to have more influence on the daughter's sporting interests than young siblings. This seems the result of the younger sibling's observation of the older siblings enjoyment in sport and also the various opportunities provided for the younger sibling to participate in sport merely as a result of the older sibling already being involved. Siblings can also act as a negative influence if they are superior in a certain activity and another sibling wishes to avoid being unfavorably compared.

This is most often the case of the younger sibling, as the older sibling usually has more experience.

9. It may be that the mother has more influence on her oldest daughter than on younger daughters in regard to sport, as siblings appear to have less influence on an older child.

Recommendations for Further Research

1. It would appear from this study that the mother does influence her daughter's sporting interests and activities and as such this seems to be a worthwhile area for future study.
2. In this study, the sample consisted of both mothers and daughters who were quite active in sport. Therefore this study was concerned mainly with the factors which appeared to contribute to the positive influence of the mother on her daughter's sporting interests and participation. Further studies need to examine the relationship between participant mothers and non-participant daughters, non-participant mothers and participant daughters, and both non-participant mothers and daughters. This would help clarify which factors or characteristics in the mother-daughter relationship contribute to the daughter's participation or non-participation in sport.
3. The case study method seems to be an adequate means of studying trends, but once common characteristics were noted in all four combinations of participant and non-participant mother and

daughter groups, hypotheses would then need to be formulated and statistically tested.

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APPENDIX A

I. GENERAL INTERVIEW INFORMATION

II. GENERAL PHYSICAL CHARACTERISTICS INFORMATION

III. INTERVIEW SCHEDULE

I. GENERAL INTERVIEW INFORMATION

A. MOTHER

1. Name:
2. Age:
3. Birthplace:
4. Marital Status:
5. Age when married?
6. Highest grade of school completed:
7. Advanced or post secondary education:
8. Occupation:
9. Did you work before you were married?
   a. If yes, could you briefly describe the type of work you did?
10. Did you (continue) to work after you were married?
    a. If no, why not?
    b. If continuing work, was it the same job or type of work?
    c. If different could you briefly describe your work?
11. Do you work now?
    a. If no, why not?
    b. If yes, could you describe the type of work?
    c. Are you happy with your work?
    d. Do you feel you are successful at your work?

12. Husbands occupation?
13. Number of children in the family you were raised in?
    a. Number of brothers b. Number of sisters
14. Occupation (or former occupation) of father
15. Occupation (or former occupation) of mother
16. Number of sons
    a. Ages
17. Number of daughters
    b. Ages

B. DAUGHTER

1. Age
2. Grade

II. GENERAL PHYSICAL CHARACTERISTICS INFORMATION

A. MOTHER

1. Height
2. Weight Light _____ Medium _____ Heavy_____
3. Frame size
4. Hair style
5. Behavior or mannerisms: Slightly masculine ____ average _____ very feminine _____
6.

B. DAUGHTER

1. Height
2. Weight Light _____ Medium _____ Heavy _____
3. Frame size
4. Hair style
5. Behavior or mannerisms: Slightly masculine Average _____ Very Feminine _____

III. INTERVIEW SCHEDULE

I. MOTHER PRESENT

Could you begin by giving me an account of your work history?

A. Does your daughter share any similar interests or activities with you?
   - behavior characteristics
   - encouragement
   - other influences (father and friends)

B. How would you describe your relationship with your daughter?
   - warmth and understanding
   - freedom to pursue interests
   - satisfaction with lifestyle

C. Are there any ways in which you feel adolsecent girls should differ from boys in behavior and interests?
   - general characteristics and interests
   - attitudes toward sport participation and competition

D. Could you describe your sporting interests and activities?
   - participation and competition
   - spectator interests and activities shared with daughter
   - husband's interest and attitude toward sport and in particular daughter's sporting interests

   Could you describe in more detail your daughter's sporting interests and activities?
   - encouragement
   - benefits of sport

D. Do your think your other children influence your daugther's behavior or interests much and vice versa?
   - in general and with regard to sport

II. MOTHER PAST

A. Did your daughter, as an elementary student, share any similar interests or activities with you which were not previously mentioned?
   - behavior characteristics
   - encouragement
   - other influences (father and friends)

B. Could you describe the changes, if any, in your relationship with your daughter since her elementary school years?
   - warmth and understanding
   - freedom to pursue interests
   - satisfaction with lifestyle

C. Were your views on sex appropriate interests and activities for your daughter any different when she was in elementary school than they are now?
   - general characteristics and interests
   - attitudes toward sport participation and competition

Have your sporting interests and activities changed since your daughter's elementary years?
- participation and competition
- sporting interests and activities shared with daughter
- husband's interest and attitude toward sport and in particular daughter's sporting interests

Have your daughter's sporting interests and activities changed since her elementary years?
- encouragement
- benefits of sport

D. Do you think your other children's influence on your daughter, if any, was different during her elementary years than it is now?
- in general and with regard to sport

III. DAUGHTER PRESENT

A. Do your share any similar interests or activities with your mother?
- behavior characteristics
- encouragement
- other influences (father and friends)

B. How would you describe your mother?
- warmth and understanding
- freedom to pursue interests
- satisfaction with lifestyle

C. Are there any ways in which you feel adolescent girls should differ from boys in behavior and interests?
- general characteristics and interests
- attitude toward sport participation and competition

Could you describe your sporting interests and activities?
- participation and competition
- spectator interests
- encouragement
- sporting interests and activities shared with mother
- importance of sport
- benefits of sport

Could you describe in more detail your mother's sporting interests and activities?

D. Could you describe your brother's or sister's interest in sport?
- interest in your sport involvement.

IV. DAUGHTER PAST

A. As an elementary student, did you share any similar interests or activities with your mother that you have not previously mentioned?
- behavior characteristics
- encouragement
- other influences (father and friends)